Department: Educational Leadership

Report Preparer: Ethan Heinen

Program Name and Level: 6th Year Certificate (092) Building Level

Program Assessment Question	Response
URL: Provide the URL where the learning outcomes (LO) can be viewed.	http://web.ccsu.edu/seps/departments/eduLeadership/standards.asp Our Learning Outcomes are the ELCC Standards for Building Level Leaders
Assessment Instruments: Please list the source(s) of the data/evidence, other than GPA, that is/are used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	Assessment 1: Connecticut Administrator's Test Assessment 2: Platform of Beliefs on Teaching and Learning Assessment 3: Professional Development Plan Assessment 4: Internship Evaluation Assessment 5: Two Challenges for School and District: Action Plan and Evaluation Assessment 6: School-Based Budgeting Assessment 7: Social Justice Assignment
3) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	faculty
4) **Results**: Since the most recent full report, list a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	See below under each assessment.
5) **Strengths**: List ways in which your assessment process is working well.	The adoption of Taskstream as our assessment management software has assisted us in collecting data on key assessments. This software allows us to align rubrics with our standards, and then generate reports that are aligned with the standards.
6) **Improvements**: List ways in which your assessment process needs to improve (a brief summary of changes to assessment plan can be reported here).	Now that candidates have Taskstream accounts, they submit artifacts for the key assessments. Faculty then assess these artifacts with the rubrics that are aligned with the learning outcomes/standards. This has streamlined the process for collecting and analyzing data. An area of improvement would be to have a faculty retreat where we ALL look at data collectively and discuss areas of weakness and how to address these weaknesses. Because many faculty are adjuncts, it is difficult to bring them in for an assessment retreat.

This program received Nationally Recognized by the Education Leadership Constituent Council (ELCC) in August of 2016. Learning Outcomes are aligned directly with the ELCC standards. Within the report, ELCC Standards equates to the programs learning outcomes. The program does have data going by five years; however, based on feedback from the ELCC program review 1 year ago, all rubrics were revised. As such, the old data no longer align with the newly revised rubrics. As such, the program only reports on data on the revised rubrics. The revised rubrics were used for the first time in the spring of 16. As such, only one cycle of data are available on the revised rubrics.

Learning Outcomes/Standards

1. Standard 1.0: A building-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 vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

2. Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school 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 program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

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

4. Standard 4.0: A building-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 by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

5. Standard 5.0: A building-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 system of accountability for every student's academic and social

success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

6. Standard 6.0: A building-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 students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

Alignment of Assessments with Learning/Outcomes (Standards)

LO/Standard	Assessment 1 - CT Administrator's Test (CAT)	Assessment 2 - Platform of Beliefs on Teaching and Learning	Assessment 3 - Professional Development Plan	Assessment 4: Internship Evaluation	Assessment 5: Two Challenges for School and District: Action Plan and Evaluation	Assessment 6: School-Based Budgeting	Assessment 7: Social Justice Assignment
LO/Standard 1	X	X	X	X	X	X	X
LO/Standard 2		X	X	X	X	X	
LO/Standard 3			X	X	X	X	
LO/Standard 4				X	X		X
LO/Standard 5		X	X	X		X	X
LO/Standard 6						X	X

What follows is a description of each assessment, the alignment with learning outcomes/standards, an interpretation and analysis of data, a description of the assessment, and the data table. The best way to tackle this information is by assessment, as most assessment provide evidence for multiple learning outcome/standards.

Assessment 1. The Connecticut Administrator's Test (CAT)

Description of Assessment and Alignment with Standards.

All prospective administrators enrolled in Connecticut administrator preparation programs seeking a recommendation for the Initial Educator Certification for Intermediate Administration or Supervision (092) must pass the CAT in order to be certified.

The CAT consists of four modules. The first two modules require candidates to take the role of an instructional supervisor who will review, analyze and prepare recommendations for support in response to a teacher's unit plan, student work and a brief video clip of a teaching episode. These two school instructional analysis modules include an elementary and a secondary school context. The second two modules which focus on school improvement ask applicants to take the role of an administrator, to review Connecticut strategic school profiles (SSP) and community information, and to describe a school improvement process. Again, the two modules include an elementary and secondary school context. (ct.gov)

The CAT aligns with ELCC Standards 1, 2, 3, 4, 5, and 6.

Interpretation and Analysis of Data.

The pass rate for the Connecticut Administrator's Test (CAT) has exceeded the 80% threshold for the last 4 years. The students seem to have more difficulty with the School Improvement part of the exam. Consequently, the chairperson will contact the director of the CAT to discuss any specific patterns of weaknesses that CCSU students are exhibiting on the test.

Use of Data for Program Improvement.
Subsequent to a discussion with the CAT Director and, if appropriate, the department will make modifications to the courses that specifically address areas of School Improvement. In addition, test preparation sessions will be conducted that focus on this area of weakness.

CAT PASS RATE – CENTRAL CONNECTICUT STATE UNIVERSITY

Year	Number of Test Takers	First Time Pass	First Time Fail	First Time Pass Rate
2015-16	104	56	48	53.8%
2014-15	64	33	31	51.6%
2013 -14	46	35	11	76.1%
2012-13	48	42	6	87.5%
2011-12	65	57	8	87.7%
2010-11	55	48	7	87.3%
2009-10	31	30	1	96.8%

Assessment 2: Platform of Beliefs on Teaching and Learning

Building Level

A. Description of Assessment.

Candidates develop a clear, carefully examined, and research-based platform of beliefs about effective teaching and learning. In this task, they will develop a platform of beliefs about teaching and learning focused at the building level and emphasizing the success of a diverse student population. The platform must be grounded in a deep understanding of the knowledge base about teaching and learning as well as the candidates' own experiences.

B. Alignment with Standards.

The Platform of Beliefs on Teaching and Learning addresses the following ELCC standards:

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

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

C. Analysis of Data Findings.

This assignment was graded on a three-point scale. A score of 3 equates to *Exceeds Expectations;* a score of 2 is *Meets Expectations*; and score of 1 is *Developing*. In 2016, 74% (average) scored in the *Exceeds* range; 23% scored in the *Meets Expectations* range; less than 3% were in need of improvement. Results were mostly consistent across the rubric with ranges from 60-80% (*Exceeds)*; 12-39% (*Meets*); and only minor differences in the *Needs Improvement* category. Specific to demonstrating their ability to understand, articulate, and implement a shared vision of learning for a school (ELCC 1.1), 97% of candidates met or exceeded expectations. Ninety-eight percent of candidates showed ability to safeguard the values of democracy, equity, and diversity (ELCC 5.3). Candidates were also able to use research to address school culture and understand how culture influences student success (ELCC 2.1).

D. Interpretation of Data for Meeting Standards.

When students do not meet expectations, faculty provide extensive and specific feedback to the students. Students are encouraged to revise and resubmit their work. Additionally, students who are rated as *Meets Expectations*, and who would like to reach *Exceeds Expectations,* may revise and resubmit their work. At times, instructors encourage students to resubmit their work. On other occasions, students decide independently to resubmit their work. However, this report represents the candidates' first submission of the assignment. Regardless, the majority of candidates are scoring at the "Meets" to "Exceeds Expectations" on all elements (ELCC 1.1, 2.1, 5.2, and 5.3).

E. Assessment Documentation

Guidelines to Candidates for Platform of Beliefs on Teaching and Learning

Purpose: Instructional leadership is a critical building leadership function if we are to prepare all students to meet high standards. Our leadership decisions about teaching and learning depend to a great extent on our own mental models of teaching and learning. To insure that leadership decisions are not based on unexamined personal preferences and experiences, it is important that you develop a clear, carefully examined, and research-based platform of beliefs about effective teaching and learning. In this task, you will develop a platform of beliefs about teaching and learning focused at the building level and emphasizing the success of a diverse student population. Your platform must be grounded in a deep understanding of the knowledge base about teaching and learning as well as your own experiences.

ELCC Standards:

ELCC STANDARD ELEMENTS

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

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

Description: 1.Think about our studies about teaching and learning, as well as your own experiences and prior learning.

2. Develop a platform of beliefs about teaching and learning and provide a rationale for each belief. Typically, a platform includes **5 to 8 concise belief statements** clearly focused on teaching and learning (ELCC 1.1).

Element I: Beliefs. Each belief statement should focus on a specific belief about teaching and learning. Think about the following questions. What should teachers do to promote the success of every learner? In answering that question, think about how you believe students learn; what you believe to be effective teaching practices; what knowledge, skill, and dispositional outcomes are important in our society; and how teachers and schools can best support the learning of an increasingly diverse student body (ELCC 5.3). Consider the standards addressed by this assignment as you are thinking about what you might include in your statements. As this is a personalized statement, you may use "I" in your writing of the beliefs and rationales.

Element II: Rationales. Follow each belief statement with a well-reasoned rationale that clearly connects the belief to **at least 4 relevant references** to research and theory (ELCC 2.1) as well as to **your personal experience** (ELCC 5.2). Be sure that you **clearly define terms** like *engagement* and *diversity* that may have multiple meanings. Include ideas we have discussed in class and any additional research you need support your statement about effective teaching and learning with diverse student populations. You may use a reference in more than one rationale, but each rationale must **cite at least 4 different sources**.

3. Please format your paper so that each belief statement is in bold, and then directly followed by the rationale that supports it. Refer to the strong and weak samples on Bb for more information on content and formatting expectations.

4. The paper should be approximately 5-10 pages, and follow the assignment submission guidelines found in the syllabus, including using the APA format for in-text citations.

5. Be sure to include an additional reference list following APA format.

6. Please edit carefully and be concise! Remember to use multiple paragraphs to break up each rationale into more readable sections. Paraphrase the research you read to show your deeper understanding, and save direct quotes for special emphasis or definition. Clear and effective writing is a critical skill for an educational leader.

7. Papers will be scored using the following rubric, also found on Bb.

Scoring Rubric for Assessment 8: Platform of Beliefs on Teaching and Learning

Criteria	Exceeds Expectations	Meets Expectations	Developing
Belief Statements: Vision of Learning Includes 5 - 8 belief statements focused on teaching and learning that demonstrate the ability to understand and collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. (ELCC 1.1)	All belief statements communicate important beliefs about teaching and learning in a clear, concise, and focused way. All statements articulate a vision of learning characterized by a respect for students and their families, involve school stakeholders in the vision, and reflect theories relevant to articulating a school vision. All beliefs are congruent with the literature on teaching and learning.	Most belief statements communicate important beliefs about teaching and learning in a clear, concise, and focused way. Belief statements address two of the following: the articulation of a vision of learning characterized by a respect for students and their families, the involvement of stakeholders in the vision, and a reflection of the theories relevant to articulating a school vision. Most beliefs are congruent with the literature on teaching and learning.	Statements communicate beliefs that are unclear, unfocused, or wordy. Belief statements were unable to articulate a vision of learning characterized by a respect for students and their families, involve school stakeholders in the vision, and reflect theories relevant to articulating a school vision. Belief statements are disconnected from the important aspects of teaching and learning and are incompatible with the literature.
Belief Statements: Equity Belief statements show understanding of and ability to safeguard the values of democracy, equity and diversity. (ELCC 5.3)	All belief statements are clearly grounded in and reflect ideals of democratic values, equity, and diversity.	Most belief statements are grounded in and reflect ideals of democratic values, equity, and diversity.	Belief statements show little or no evidence of being grounded in or reflecting ideals of democratic values, equity, and diversity.
Rationales: School Culture and Instructional Program	All rationales consistently reflect the research base and theories on human development, behavior,	Most rationales reflect the research base and theories on human development, behavior,	Rationales include little or none of the research base and theories on human development, behavior,

Rationales show understanding and ability to 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)	and personalized learning. The discussion of the cited theory or research consistently provides clear evidence of understanding. All rationales address school culture and ways it can be influenced to ensure student success.	and personalized learning. The discussion of the cited theory or research usually provides evidence of understanding. Most rationales address school culture and ways it can be influenced to ensure student success.	and personalized learning. Any cited theory or research is discussed in a way that shows confusion or misinterpretation. Rationales provide little evidence of how school culture can be influenced to ensure student success.
Rationales: Professionalism Models principles of self-awareness, reflective practice, transparency, and ethical behavior. (ELCC 5.2)	All rationales integrate relevant personal experiences that clearly show the relationship between ethical behavior, school culture, and student achievement. Taken together, the rationales clearly formulate a school-level leadership platform consistently grounded in ethical standards and practices.	Most rationales integrate relevant personal experiences that show the relationship between ethical behavior, school culture, and student achievement. Taken together, the rationales formulate a school-level leadership platform loosely grounded in ethical standards and practices.	The rationales rarely integrate personal experiences or often cite irrelevant experiences that do not show the relationship between ethical behavior, school culture, and student achievement. Taken together, the rationales formulate a school-level leadership platform that lacks grounding in ethical standards and practices.
Belief-Rationale Alignment The rationale for each belief is specifically aligned with that belief. Each belief is supported by a rationale that connects the belief to relevant research, theory, and experience. Each rationale	Rationales are consistently tightly and logically aligned with belief statements. All cited research, theories, and experiences are clearly relevant to the belief statement. Each rationale integrates at least 4 different citations of research or theory that	Rationales are sometimes tightly and logically aligned with belief statements. Most cited research, theories, and experiences are clearly relevant to the belief statement. Each rationale integrates at least 2 different citations of research or theory that are relevant.	The rationales are rarely tightly and logically aligned to beliefs. Any cited research, theory, or experience is irrelevant to the belief statement. Rationales include fewer than 2 different relevant citations of theory or research.

integrates at least 4 different citations of research or theory that are particularly relevant and important.	are particularly relevant and important.		
Platform models effective professional writing.	Based on this assignment, writing is an area of strength. Your beliefs are stated clearly and concisely. Your rationales effectively convey a relevant experiential and scholarly basis for each belief.	Your writing is generally good, but you should continue to work on clarity, organization, careful proofreading and/or focus. Any errors do not impact meaning.	The platform demonstrates multiple errors of grammar/syntax, errors of organization, and/or ineffective proofreading. Errors impact meaning. REQUIRES RESUBMISSION.
APA style is used to correctly format citations in text and the reference list.	You provide evidence of a thorough understanding of APA style related to references lists and citations in text.	Reference list and citations in text reflect an understanding of APA style with only a few minor errors.	The platform demonstrates error patterns that require correction in citations in text, and/or reference list.

Data Table 1: Platform Beliefs Rubric **N = 83**

Item	ELCC Standard/ Indicator	Exceeds Expectations	Meets Expectations	Developing	Mean
Belief Statements: Vision of Learning Includes 5 - 8 belief statements focused on teaching and learning that demonstrate the ability to understand and collaboratively develop, articulate, implement, and steward a shared vision of learning for a school	ELCC 1.1	66/83 = 80%	14/83 = 17%	3/83 = 3%	2.76
Belief Statements: Equity Belief statements show understanding of and ability to safeguard the values of democracy, equity and diversity.	ELCC 5.3	68/83 = 82%	13/83 = 16%	2/83 = 2%	2.79
Rationales: School Culture and Instructional Program Rationales show understanding and ability to 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	69/78 = 83%	10/83 = 12%	4/83 = 5%	2.78
Rationales: Professionalism Models principles of self-awareness, reflective practice, transparency, and ethical behavior.	ELCC 5.2	65/83 = 78%	15/83 = 18%	3/83 = 3%	2.74
Belief-Rationale Alignment The rationale for each belief is specifically aligned with that belief. Each belief is supported by a rationale that connects the belief to relevant research, theory, and experience. Each rationale integrates at least 4 different citations of research or theory that are particularly relevant and important.	N/A	62/78 = 75%	18/83 = 22%	3/83 = 3%	2/71

Platform models effective professional writing.	N/A	50/83 = 60%	32/83 = 39%	1/83 = 1%	2.59
APA style is used to correctly format citations in text and the reference list.	N/A	47/83 = 57%	28/83 = 34%	8/83 = 9%	2.46
Total Mean for All Items					2.69

Assessment 3: Professional Development Plan

A. Description of Assessment.

Candidates design a year-long professional development plan that is connected to an area for student achievement. The plan should improve both teaching and learning, focusing on a specific curriculum area for a group of teachers by grade level or discipline at the school. The objectives are to: a) examine and evaluate the curriculum, instruction, and assessment and b) identify a need or area needing improvement or change; and to plan, implement and evaluate the effectiveness of the plan. In the development of their plan, candidates will use current research about adult learning and professional development in an education setting. They will also identify criteria to determine the success of their professional development plan.

B. Alignment with Standards.

The Professional Development Plan addresses the following ELCC standards:

ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.
ELCC 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 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment

ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

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

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

C. **Analysis of Data Findings.**
This assignment is a lengthy one that spans the entire year. As such, the assignment will be conducted at the conclusion of the Spring 2016 semester. To that end, data will be collected and analyzed at that time.

D. **Interpretation of Data for Meeting Standards.**
Data were not available at the time of this report submission. This assessment is only administered at the end of the Spring semester, so no data were available.

E. **Assessment Documentation - Guidelines to Candidates for Professional Development Plan Assignment**
Candidates design a year-long professional development plan that is connected to an area for continuous improvement to enhance instruction, teaching and learning, and student achievement. The plan should focus on a specific curriculum area for a group of teachers by grade level or discipline at the school. The plan should be innovative, while also being a significant, realistic, and manageable effort to improve teaching and learning.

Candidates decide what changes need to occur among a school staff with regard to skills, knowledge, attitudes, and behaviors. The specific objectives of the assignment are to:

a) examine and evaluate the curriculum, instruction, and assessment;

b) identify a need or area needing improvement or change; and

c) develop a plan, implement it, and evaluate the effectiveness of the plan.

In the development of their plan, candidates will use current research about adult learning and professional development in an education setting. They will also identify criteria to determine the success of their professional development plan.

Part 1: Identify an area of need and an intervention.
The candidate identifies a curriculum area, instructional focus, or assessments in which the teachers need to work collaboratively and create a learning environment with high expectations for all students (ELCC 2.1). The recommendation is an area where there is a gap between the desired results and current student performance. Candidates provide a description of the focus area and why it was selected.

Candidates include an analysis of the students' scores on the Connecticut Mastery Test (CMT grade 3 to grade 8 tests) or the Connecticut Academic Performance Test (CAPT, 10th grade test) or other formative or summative assessments. Candidates use appropriate technology to analyze the student data (ELCC 2.4).

Candidate chooses and explains why this intervention; the intervention must include at least 3 effective instructional practices and supporting curricular materials. The candidate identifies the knowledge base [(2 learning theories and 1 motivational theory], and at least 3 skills, attitudes, and behavioral changes that teachers need to implement the intervention. Most importantly, the explanation must detail how the intervention will increase student achievement (ELCC 2.2).

Part 2: Purpose and goals for improvement.

The candidates provide a comprehensive description of how the leader will engage in the supervision and evaluation of teachers who will be engaged in the professional development plan and the leaders will evaluate how the intervention affects student learning. The candidates describe how the plan will be monitored, detailing the observations and meetings in which the teachers collaborate and evaluate student progress. Candidates use their knowledge and understanding of effective supervisory practice (ELCC 2.3). A useful resource is Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2004). *Supervision and instructional leadership: A developmental approach* (6th ed.). Boston: Allyn and Bacon(ELCC 2.3)

Part 3: Professional development design and ethics

A detailed timeline is included (i.e., dates of workshops, titles of workshops, student assessments) and the resources needed for the PD. The candidate explains and describes the model(s) of professional development that will be used.

The plan specifically address the needs of diverse learners (e.g., typical students, low achieving students, high achieving students, special needs students, students of color, students from low SES backgrounds, ELL students. Part of the plan addresses how the performance of the diverse groups will be evaluated the teachers' pedagogy and instruction (ELCC 5.1).

Part 4: Evaluation of impact.

The candidates will identify and use 5 elements to determine if the initiative is successful and specify how progress will be communicated to stakeholders (ELCC 1.4). The elements include timely delivery of workshops, periodic data driven decision making about student

achievement, positive learning environment for students, positive learning environment for teachers, and attention to the needs of diverse students (ELCC 3.5)

Part 5: Reflection.

The candidate evaluates how the faculty responds to the intervention; they connect the discussion to the literature on best practices and course discussions and his/her experiences. In addition, the candidate engages in self-awareness by reflecting on their new learning, which includes transparency, self-reflective practice, and ethical behavior (ELCC 5.2).

Scoring Rubric for Assessment 3: Professional Development Plan

Criteria	Exceeds Expectations 3	Meets Expectations 2	Developing 1
PART 1: Identifies area of need. Researches and plans for school culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students. (ELCC 2.	Candidate identifies a curriculum area, instructional focus, or assessments in which the teachers distinctly need to work with others to accomplish school improvement goals. The identified area of need clearly stems from the candidate's monitoring of school programs and activities to ensure personalized learning opportunities, and is thoroughly supported by the data. Candidates provide a well-supported and comprehensive description of the focus area and a rationale for their chosen area that includes how it addresses all of the following: incorporates cultural competence in development of programs, curriculum, or instructional practices; and recognizes, celebrates, and incorporates diversity in programs, curriculum, or instructional practices; and facilitates the use of appropriate content-based learning materials and learning strategies.	Candidate identifies a curriculum area, instructional focus, or assessments in which the teachers may need to work with others to accomplish school improvement goals. The identified area of need stems from the candidate's monitoring of school programs and activities to ensure personalized learning opportunities and is loosely supported by the data. Candidates provide a sufficient description of the focus area and a rationale for their chosen area that includes how it addresses two of the following: incorporates cultural competence in development of programs, curriculum, or instructional practices; or recognizes, celebrates, and incorporates diversity in programs, curriculum, or instructional practices; or facilitates the use of appropriate content-based learning materials and learning strategies.	Candidate identifies a curriculum area, instructional focus, or assessments in which the teachers do not need to work with others to accomplish school improvement goals. The identified are of need is not tied to the data and provides little to no evidence of the candidate's monitoring of school programs and activities to ensure personalized learning opportunities. Candidate provides a surface level description of the focus area and rationale with insufficient description of how it addresses two of the following: incorporates cultural competence in development of programs, curriculum, or instructional practices; or recognizes, celebrates, and incorporates diversity in programs, curriculum, or instructional practices; or facilitates the use of appropriate content-based learning materials and learning strategies.

| PART 1:

Analysis of student assessment data.

Plan promotes the most effective and appropriate technologies to support teaching and learning in a school.

(ELCC 2.4)	Candidate uses multiple technologies or technology based procedures to thoroughly analyze the student assessment data in a way that will lead to improved classroom instruction, student achievement, and continuous school improvement. Selected data and technology allow for the monitoring of instructional practices within the school and data is reported in a clear, concise manner that will provide assistance to teachers.	Candidate uses an appropriate technology to analyze the student assessment data in a way that will lead to improved classroom instruction, student achievement, and continuous school improvement. Selected data and technology allow for the monitoring of instructional practices within the school and will provide assistance to teachers.	Candidate does not use an appropriate technology to analyze the student assessment data in a way that will lead to improved classroom instruction, student achievement, and continuous school improvement. Selected data and technology provide little to no evidence they will allow for the monitoring of instructional practices within the school and will provide assistance to teachers.
PART 1:

Selection of Intervention - Plan shows ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

(ELCC 2.2) | Candidate selects an intervention that will clearly address the identified area of need. Description of the intervention is thoroughly supported by the evidence-centered research used to make the curricular and instructional decision to use this intervention. Description clearly shows the ability to make school plans based on multiple measures of teacher performance and student outcomes, by discussing the role of both in the success of the intervention. | Candidate selects an intervention that may address the identified area of need. Description of the intervention has some support from the evidence-centered research used to make the curricular and instructional decision to use this intervention. Description shows the ability to make school plans based on multiple measures of teacher performance or student outcomes, by discussing the role of only one in the success of the intervention. | Candidate selects an intervention that does not clearly address the identified area of need. Description of the intervention has little or no support from the evidence-centered research used to make the curricular and instructional decision to use this intervention. Description provides little to no evidence of the ability to make school plans based on multiple measures of teacher performance or student outcomes. |

| Part 2: Purpose and goals

Plans for how to develop and supervise the instructional and leadership capacity of the school staff.

(ELCC 2.3)	Candidate creates a plan that provides and thorough explanation of how they will work with school staff to improve teaching and learning, by distinctly defining both the teacher and leader roles in the implementation of the plan. The professional growth plan is very likely to increase the capacity of school staff and clearly reflects national professional development standards, by incorporating only multiple high-quality, research-based methods for providing PD and supporting teacher growth throughout the yearly plan.	Candidate creates a plan that provides some explanation how they will work with school staff to improve teaching and learning, by loosely defining both the teacher and leader roles in the implementation of the plan. The professional growth plan may increase the capacity of school staff and reflects national professional development standards, by incorporating some high-quality, research-based methods for providing PD and supporting teacher growth throughout the yearly plan.	Candidate creates a plan that lacks explanation of how they will work with school staff to improve teaching and learning, by giving little or no definition of the teacher and leader roles in the implementation of the plan. The professional growth plan is unlikely to increase the capacity of school staff and does not reflect national professional development standards, lacking the use of high-quality, research-based methods for providing PD and supporting teacher growth throughout the yearly plan.
Part 3: Professional development design

Plans reflect ability to act with integrity and fairness to ensure that schools are accountable for every student's academic and social success.

(ELCC 5.1) | Candidate creates a complete yearly PD plan that includes a timeline. Plan addresses the specific PD days and how the intervention will be supported outside of the PD days to illustrate how the infrastructure of the school will help to monitor and ensure equitable practices. Plan elaborates on any necessary resources, materials, text, or consultants, and how they will be distributed with integrity and fairness to support practices that ensure every student's academic success. | Candidate creates a yearly PD plan that includes a timeline. Plan addresses two of the following: the specific PD days; or how the intervention will be supported outside of the PD days to illustrate how the infrastructure of the school will help to monitor and ensure equitable practices; or on any necessary resources, materials, text, or consultants, and how they will be distributed with integrity and fairness to support practices that ensure every student's academic success. | Candidate creates a PD plan with an unclear timeline. Plan addresses only one of the following: the specific PD days; or how the intervention will be supported outside of the PD days to illustrate how the infrastructure of the school will help to monitor and ensure equitable practices; or on any necessary resources, materials, text, or consultants, and how they will be distributed with integrity and fairness to support practices that ensure every student's academic success. |

Part 4: **Evaluation of impact** Ensures that teacher and organizational time focuses on supporting high-quality instruction and student learning. (ELCC 3.5)	Candidate creates or embeds a thorough evaluation plan, using multiple measures to assess the success of the intervention on both teacher practices and student outcomes. Plan is creatively and consistently designed to meet teacher needs while protecting time and schedules to maximize teacher instructional time and student learning.	Candidate creates or embeds an evaluation plan, using measures to assess the success of the intervention on teacher practices or student outcomes. Plan is designed to meet teacher needs while protecting time and schedules to maximize teacher instructional time and student learning.	Candidate's plan lacks an evaluation plan, and provides little or no opportunities to assess the success of the intervention on teacher practices or student outcomes. Plan design does not meet teacher needs while protecting time and schedules to maximize teacher instructional time and student learning.
Part 4: **Evaluation of impact** Evaluates school programs and revises school plans to meet the needs of stakeholders. (ELCC 1.4)	Candidate creates or embeds a well-designed evaluation process to assess the effectiveness of the school plan and program intervention selected. 5 or more points where evaluation will take place. Plan explains how progress toward achievement of the intervention goals will be communicated to educators in the community and other stakeholders at all evaluation points.	Candidate creates or embeds an evaluation process to assess the effectiveness of the school plan and program intervention selected. Plan identifies 4 or more points where evaluation will take place. Plan explains how progress toward achievement of the intervention goals will be communicated to educators in the community and other stakeholders at most evaluation points.	Candidate's plan lacks an evaluation process to assess the effectiveness of the school plan and program intervention selected. Plan identifies fewer than 4 points where evaluation will take place. Plan provides weak or no explanation of how progress toward achievement of the intervention goals will be communicated to educators in the community and other stakeholders at most evaluation points.
Part 5: Reflection Models principles of self-awareness. reflective practice, transparency, and	Candidate thoroughly analyzes leadership decisions made during the plan design in terms of established ethical practices. Reflection provides a deep evaluation of the work on all stages of this project. It includes	Candidate analyzes leadership decisions made during the plan design in terms of established ethical practices. Reflection is broad, and provides an evaluation of the work on some stages of this project. It includes	Candidate provides little or no analysis of leadership decisions made during the plan design in terms of established ethical practices. Reflection is shallow and/or missing evaluation of the stages of this

ethical behavior as related to their roles within the school. (ELCC 5.2)	multiple, thoughtful connections to the literature used to inform the plan. Reflection is consistently written from a leader's point of view.	connections to the literature used to inform the plan. Reflection is sometimes written from a leader's point of view, and sometimes from a teacher's.	project. Any connections to the literature used to inform the plan are weak or unclear. Reflection is written from a teacher's point of view.
Project models effective professional writing.	Based on this assignment, writing is an area of strength. Your written work states ideas clearly and concisely.	Your writing is generally good, but you should continue to work on clarity, organization, careful proofreading and/or focus. Any errors do not impact meaning.	The project demonstrates multiple errors of grammar/syntax, errors of organization, and/or ineffective proofreading. Errors impact meaning. REQUIRES RESUBMISSION.
APA style is used to correctly format citations in text and the reference list.	You provide evidence of a thorough understanding of APA style related to references lists and citations in text.	Reference list and citations in text reflect an understanding of APA style with only a few minor errors.	The project demonstrates error patterns that require correction in citations in text and/or reference lists.

Data Table: Professional Development Plan (N = 64)

Criteria	Exceeds Expectations	Meets Expectations	Developing
PART 1: Identifies area of need. Researches and plans for school culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students. (ELCC 2.	**63/63 = 98.44%**	**1/64 = 1.56%**	**0/64 = 0%**

PART 1: Analysis of student assessment data. Plan promotes the most effective and appropriate technologies to support teaching and learning in a school. (ELCC 2.4)	**61/64 = 95.31%**	**3/64 = 4.69%**	**0/64 = 0%**
PART 1: Selection of Intervention **-** Plan shows ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. (ELCC 2.2)	**58/64 = 90.63%**	**6/64 = 9.38%**	**0/64 = 0%**
Part 2: Purpose and goals Plans for how to develop and supervise the instructional and leadership capacity of the school staff. (ELCC 2.3)	**60/64 = 93.75**	**3/64 = 4.69%**	**1/64 = 1.56%**
Part 3: Professional development design Plans reflect ability to act with integrity and fairness to ensure that schools are accountable for every student's academic and social success. (ELCC 5.1)	**55/64 = 85.94%**	**9/64 = 14.06%**	**0/64 = 0%**
Part 4: Evaluation of impact Ensures that teacher and organizational time focuses on supporting high-quality instruction and student learning. (ELCC 3.5)	**62/64 = 96.88%**	**4/64 = 6.25%**	**0/64 = 0%**

Part 4: Evaluation of impact Evaluates school programs and revises school plans to meet the needs of stakeholders. (ELCC 1.4)	**60/64 = 93.75%**	**4/64 = 6.25%**	**0/64 = 0%**
Part 5: Reflection Models principles of self-awareness. reflective practice, transparency, and ethical behavior as related to their roles within the school. (ELCC 5.2)	**59/64 = 92.19%**	**5/64 = 7.81%**	**0/64 = 0%**
Project models effective professional writing.	**61/64 = 95.31%**	**3/64 = 4.69%**	**0/64 = 0%**
APA style is used to correctly format citations in text and the reference list.	**60/64 = 93.75**	**3/64 = 4.69%**	**1/64 = 1.56%**

Assessment 4. Internship Midpoint Evaluation

A.   Description of the Assessment:
The CCSU Internship is a requirement of Connecticut's state-approved program for the preparation of intermediate-level administrators and supervisors. The CT 092 certification is for all supervisor positions, from department chairs to assistant superintendents.

The 6-credit school internship is a year-long internship, beginning in May of one year and ending in May of the following year. Students log a total of 500 hours for the 092 certification internship, some of which are logged at the district level. The goals of the internship are: 1) to ensure that candidates have experiences and work at the school building level and 2) to deepen their knowledge and understanding of effective and successful leadership practices. Each candidate must have a building-level mentor and is assigned a university supervisor.

Candidates engage in detailed **planned activities** in the following six performance areas:

- School Improvement Planning
- Supervision and Evaluation of Teachers and Principals
- Curriculum, Instruction, and Assessment
- Parent/Community Relations
- Program and Building Management (e.g. budget, scheduling, discipline, parent relations employee issues, materials management)
- Policy and Law

The action plans include candidates' needs for growth and development along the dimensions of the 14 NASSP skill areas as well as the CT Standards for School Leaders and the ELCC standards. In addition, candidates must log the hours of the internship and over the course of the year submit:

- a leadership self-assessment assignment;
- one reflective essay per month
- a formative reflection at the midway point
- a case study/problem of practice assignment
- a clinical observation
- a summative reflection at the completion
- the leadership portfolio

Following the end of the fall semester at the midpoint of the internship, the University Supervisor completes this assessment rubric. The scores are based on the intern's overall performance up to this point in the internship as reflected by the intern's leadership self-assessment assignment, reflective essays, hours logs, action plan, formative reflection, and class meetings.

B. **Alignment with Standards**—The internship addresses the following ELCC standards:

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

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

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.

ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

ELCC 3.3: Candidates understand and can promote school based policies and procedures that protect the welfare and safety of students and staff.

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

ELCC 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.

C. Analysis of Data Findings (see Table 1 at end of document)

***Note on 2015-2016 Data**

The Internship in Educational Leadership culminates with the submission of the exit portfolio (Assessment 4). Interns begin work on the portfolio in the summer, continue in the fall, and submit the final product in the spring. Thus, the current cohort began work in Summer 2015 and will finish in Spring 2016. The design of the course (and the assessment) is such that all work is formative until the final submission. The summer is used to structure the document, to begin logging hours (primarily through district work), and to outline the action plan. In the fall, the action plan is finalized and work begins towards accumulating hours and writing up progress. Although there are frequent check-ins with both academic advisors and on-site mentors, there is no summative assessment of progress in the fall.

At midpoint overall assessments are exemplary, with the majority of candidates scoring in the *Exceeds* and *Meets* categories. Only a few candidates dipped into the *Developing* category, and these data will be used to help these candidates improve prior to the final assessment. Overall ranges are as follows: *Exceeds* (59%-83%); *Meets* (16%-41%) and *Developing* (>2%).

D. Interpretation of Data for Meeting the Standards

Formative data at the time of this report submission indicate that candidates are meeting expectations relative to the following ELCC standards/elements: 1.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.3, and 5.1. When summative data are collected at the end of the Spring 2016 semester, further analysis will be conducted by the program faculty.

E. Assessment Documentation

INTERNSHIP: Directions to Candidates

The goals of the internship are:

- to ensure that candidates have experiences/work at the building level; and
- to deepen candidates' knowledge and understanding of effective and successful leadership practices.

Each candidate has a building level mentor. Candidates submit internship action plans, which detail planned activities in each of six required performance areas (i.e., School Improvement Planning; Supervision and Evaluation of Teachers and Principals; Curriculum, Instruction, and Assessment; Parent/Community Relations; Program and Building Management (e.g. budget, scheduling, discipline, parent relations, employee issues, materials management); and Policy and Law). The candidate logs the hours of each performance area. Each log must include the date, activities & brief reflection, goals, and number of hours.

In addition, candidates submit a leadership self-assessment assignment; one reflective essay per month; a formative reflection at the end of the fall semester; a case study/problem of practice assignment; a clinical observation; a summative reflection at the end of the fall semester; and the leadership portfolio at the end of the internship.

Following the end of the fall semester, your University Supervisor will complete the rubric found at the end of this description. The scores will be based on the your overall performance up to the midway point of the internship as reflected by the assignments you will have submitted including your leadership self-assessment assignment, reflective essays, hours logs, action plan, formative reflection, and class meetings.

INTERNSHIP ACTION PLAN

Interns follow the guidelines below to develop the action plan in each of the six performance areas. Several required activities are provided, as well as optional activities. When reviewing the required and optional activities, interns consider which ones may be appropriate for their work at the building level.

1. School Improvement Planning
Educational leaders must be cognizant of effective methods of leading school improvement efforts.
Required activities
- Obtain a copy of your internship site's current school/program/department improvement plan and evaluate its design and potential impact. Critique the plan's strengths, weaknesses, and recommendations. Based on this assessment, craft a leadership objective for yourself in such a way as to advance the work of school improvement at your internship site.
- Join or shadow school/district Improvement Plan Committee (or similar committee)
- Join or shadow school/district Data Driven Decision Making Team

2. Supervision and Evaluation of Teachers and Principals
Administrative interns will use their knowledge of and skill in the supervisory process to assist teachers in their growth in a variety of ways.

Required activities

- Design and facilitate a professional development workshop focused on ways to improve student learning.
- Conduct clinical supervision with at least two teachers: one in the fall and one in the spring. Prepare a 10-15 minute **videotape of a post-observation conference** you facilitate with a teacher with whom you have conducted clinical supervision. <u>Write a reflection about your leadership to attach to your log.</u> Reflect about your clinical supervisory skills, justify use of a particular approach, and analyze your decisions in light of the literature on supervision of instruction.

The supervisor will review the tape with the intern in the fall. Review of the spring tape will be optional, depending on the outcome of the fall review.

3. Curriculum, Instruction, and Assessment

Interns should select activities, in concert with their mentors that lead to their demonstration of their growth in improving teaching and learning through the school improvement process, standards-led curriculum design, assessment/accountability practices, and the development of skillful teachers.

Required activities

- Investigate promising new instructional, curricular, or assessment innovation for school or district
- Examine changes and areas of improvement in curriculum, instruction and assessment in the school or district.
- Investigate the extent to which there is evidence that your school and/or district is committed to equity in education and to the belief that all children can learn at high levels. Also investigate the evidence from your work as an intern that demonstrates your commitment to educational equity and to the belief that all children deserve an environment where they are able to achieve.

4. Parent/Community Relations

ELCC Standard 4 responds to the need for school leaders to know and understand the significance of creating and sustaining relationships with major stakeholders who are responsible for schooling of all children. Interns should select and plan task assignments that support their growth in community relations, diverse perspectives, and school culture. Options may include, though are not limited to, the following:

Required activities

- Attend and participate in parent and community meetings
- Assess role of parents in decision making process
- Develop recommendations to improve communication among all participants.

5. Program and Building

This category focuses on the development of operational skills. Administrative interns will select specific organizational tasks to be accomplished during the internship year.

Required activities

- Attend Board of Education Meetings (1 in fall and 1 in spring).
- Attend Board of Education Finance meetings (1 in fall and 1 in spring)
- Examine budget procedures and processes at the school and district level.
- Demonstrate knowledge and/or experience purchasing materials at school/district level.
- Demonstrate knowledge/experiences scheduling classes at elementary, middle, or high school level.
- Examine discipline procedures.
- Work with school/district personnel that are responsible for student discipline.
- Demonstrate knowledge and experience of Special Education procedures.
- Shadow or Membership/attendance on PPT committee.

6. Policy and Law
Required activities
- Examine policy changes at the school, district, state level, and federal level.
- Demonstrate knowledge of school/district policies in student & teacher handbooks.
- Demonstrate knowledge of student suspension and expulsion procedures.

The candidates are evaluated on the submission of the assignments through the first half of the internship and demonstration of their work based on the internship rubric. The rubric criteria are discussed below, followed by a detailed scoring rubric.

- Throughout the one year internship, the intern demonstrates candidate knowledge, skill, and dispositions in the area of *school improvement planning*. Candidates demonstrate a deep understanding of school improvement planning evidenced by numerous artifacts and reflective statements. Candidates elaborate on professional values that undergird their vision of educational leadership and leadership philosophy. Candidates continue to develop their ability to establish and communicate a vision of excellence for an educational system that promotes respect for human diversity and student achievement. Candidates integrate their leadership philosophy with research findings in the field of educational leadership, assessment results, and student and family demographics). Candidates strengthen their ability to use systems thinking to lead a learning organization and are able to articulate their vision to various stakeholders, such as teachers, parents, and community members. Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. (ELCC 1.2).

- Internship activity demonstrates knowledge, skill, and dispositions in *improving student learning through staff professional growth* (clinical foundations). Candidates review and understand the different approaches to using data to make educational decisions; become familiar with current research on school/district change, and apply evaluation skills to an educational program. Candidates identify areas of need and

provide appropriate support for student learning through staff professional development; active involvement in exploration of promising instructional and programmatic alternatives, based on the school vision. Candidates observe and evaluate a novice teacher. During this activity, the candidates evaluate and refine conferencing skills, including trust building, active listening, and directive and non-directive communication. The candidates guide the teacher in choosing some professional development. Candidates evaluate their own performances in all of the above mentioned areas and identify areas of strength and weakness. Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. (ELCC 2.3).

- Internship activity demonstrates knowledge, skill, and dispositions in the implementation of *curriculum, instruction, and assessment*. Candidate demonstrates significant candidate activity and growth in improving teaching and learning through school/district-based curriculum, instruction, or assessment work; deep understanding of curriculum frameworks and standards for student learning. Candidate allocates at least 50% of their time to curriculum, instruction, and assessment. Candidates are expected to support teachers in applying best practices via the professional development workshop. Candidates are expected to support teachers in analyzing student assessment data, identifying instructional strategies to improve learning for all students. Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.   (ELCC 2.2)

- Internship Activity addresses the candidate's work in *addressing parent and community relations*. Candidates demonstrate deep understanding of approaches to creating and sustaining relationships with major stakeholders, including the need to seek out resources to enhance relationships. Candidates reach out to parents via meetings, surveys, or other types of communication. In addition, they exhibit a deep understanding of, and capacity for meeting diverse needs of the students and families. Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. (ELCC 4.3).

- Internship Activity addresses the candidate's capacity in *program and building/district management*. Candidates apply skills in areas of program management such as budgeting, scheduling, discipline, parent relations, employee issues, special education planning, and site/material procurement and utilization. Candidates clearly explain learning, skill development, and accomplishment in specific organizational tasks as specified in Internship Action Plan. Candidates demonstrate an ability to manage time effectively by engaging in scheduling, ordering materials, organizing student, parent or teacher events; the focus is promoting student achievement. Candidates understand and can monitor and evaluate school management and operational systems. (ELCC 3.1).

- Internship addresses how *data was collected and used to demonstrate impact* on the school. Candidate specifies clearly, eloquently and in detail, how data was collected and analyzed to indicate measurable evidence of progress, activity or impact in each of the five areas in the Internship Action Plan. The candidate produces a plan that includes the data, analysis of the data, interpretation of the data and next steps for the teachers and school to improve learning for all students. Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. (ELCC 3.2).

-     Candidate *reflects and evaluates internship activities.* The candidate provides an evaluation and reflection about the internship. The candidate shares honestly about his/her work and the support s/he received from the building mentor and university supervisor and his/her relationships with the teachers. 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).

Assessment 4: Internship Evaluation

Criteria	Exceeds Expectations	Meets Expectations	Developing
Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals. (ELCC 1.2)	Intern work provides evidence of the ability to do 3 or more of the following: develop and use evidence-centered research strategies and strategic planning processes; create school-based strategic and tactical goals; collaboratively develop implementation plans to achieve those goals; or develop a school improvement plan that aligns to district improvement plans.	Intern work provides evidence of the ability to do 2 of the following: develop and use evidence-centered research strategies and strategic planning processes; create school-based strategic and tactical goals; collaboratively develop implementation plans to achieve those goals; or develop a school improvement plan that aligns to district improvement plans.	Intern work provides evidence of the ability to do 1 or fewer of the following: develop and use evidence-centered research strategies and strategic planning processes; create school-based strategic and tactical goals; collaboratively develop implementation plans to achieve those goals; or develop a school improvement plan that aligns to district improvement plans.
Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. (ELCC 2.2)	Intern work provides evidence of the ability to do 3 or more of the following: 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; or design evaluation systems and make school plans based on	Intern work provides evidence of the ability to do 2 of the following: 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; or design evaluation systems and make school plans based on	Intern work provides evidence of the ability to do 1 or fewer of the following: 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; or design evaluation systems and make school plans based on

	multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.	multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.	multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.
Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. (ELCC 2.3)	Intern work provides evidence of the ability to do 2 or more of the following: work collaboratively with school staff to improve teaching and learning; design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; or design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.	Intern work provides evidence of the ability to do 1 of the following: work collaboratively with school staff to improve teaching and learning; design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; or design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.	Intern work does not provide evidence of the ability to do any of the following: work collaboratively with school staff to improve teaching and learning; design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; or design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.
Candidates understand and can monitor and evaluate school management and operational systems. (ELCC 3.1)	Intern work provides evidence of the ability to do 2 or more of the following: analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school; develop school operational policies and procedures; or develop plans to	Intern work provides evidence of the ability to do 1 of the following: analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school; develop school operational policies and procedures; or develop plans to	Intern work does not provide evidence of the ability to do any of the following: analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school; develop school operational policies and procedures; or develop plans to

	implement and manage long-range plans for the school.	implement and manage long-range plans for the school.	implement and manage long-range plans for the school.
Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. (ELCC 3.2)	Intern work provides evidence of the ability to do 4 or more of the following: develop multi-year fiscal plans and annual budgets aligned to the school's priorities and goals; analyze a school's budget and financial status; develop facility and space utilization plans for a school; project long-term resource needs of a school; or use technology to manage school operational systems.	Intern work provides evidence of the ability to do 3 of the following: develop multi-year fiscal plans and annual budgets aligned to the school's priorities and goals; analyze a school's budget and financial status; develop facility and space utilization plans for a school; project long-term resource needs of a school; or use technology to manage school operational systems.	Intern work provides evidence of the ability to do 2 or fewer of the following: develop multi-year fiscal plans and annual budgets aligned to the school's priorities and goals; analyze a school's budget and financial status; develop facility and space utilization plans for a school; project long-term resource needs of a school; or use technology to manage school operational systems.
Candidates understand and can promote school based policies and procedures that protect the welfare and safety of students and staff. (ELCC 3.3)	Intern work provides evidence of the ability to do 2 or more of the following: develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment; plan an aligned building discipline management policies and plan; or evaluate and implement discipline management plans.	Intern work provides evidence of the ability to do 1 of the following: develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment; plan an aligned building discipline management policies and plan; or evaluate and implement discipline management plans.	Intern work does not provide evidence of the ability to do any of the following: develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment; plan an aligned building discipline management policies and plan; or evaluate and implement discipline management plans.

Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. (ELCC 4.3)	Intern work provides evidence of the ability to do 2 or more of the following: conduct needs assessments of families and caregivers; develop effective relationship with a variety of community partners; or involve community partners in the decision-making processes at the school.	Intern work provides evidence of the ability to do 1 of the following: conduct needs assessments of families and caregivers; develop effective relationship with a variety of community partners; or involve community partners in the decision-making processes at the school.	Intern work does not provide evidence of the ability to do any of the following: conduct needs assessments of families and caregivers; develop effective relationship with a variety of community partners; or involve community partners in the decision-making processes at the school.
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)	Intern work provides evidence of the ability to do both of the following: act with integrity and fairness in supporting school policies and staff practices that ensure every students' academic and social success; and create an infrastructure that helps to monitor and ensure equitable practices.	Intern work provides evidence of the ability to do 1 of the following: act with integrity and fairness in supporting school policies and staff practices that ensure every students' academic and social success; or create an infrastructure that helps to monitor and ensure equitable practices.	Intern work does not provide evidence of the ability to do any of the following: act with integrity and fairness in supporting school policies and staff practices that ensure every students' academic and social success; and create an infrastructure that helps to monitor and ensure equitable practices.

Table 1: Internship Midpoint Evaluation Platform Beliefs Rubric N = 66

Item	ELCC Standard/ Indicator	Exceeds Expectations	Meets Expectations	Developing	Mean
Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.	ELCC 1.2	43 (65%)	22 (33%)	1 (2%)	2.63
Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	ELCC 2.2	39 (59%)	26 (39%)	1 (2%)	2.57
Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.	ELCC 2.3	46 (70%)	20 (30%)	0 (0%)	2.69
Candidates understand and can monitor and evaluate school management and operational systems.	ELCC 3.1	55 (83%)	10 (16%)	1 (2%)	2.81
Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.	ELCC 3.2	39 (59%)	27 (41%)	0 (0%)	2.59
Candidates understand and can promote school based policies and procedures that protect the welfare and safety of students and staff.	ELCC 3.3	46 (70%)	20 (30%)	1 (2%)	2.71

Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	ELCC 4.3	46 (70%)	20 (30%)	0 (0%)	2.69
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	47 (71%)	19 (29%)	0 (0%)	2.71
				Total Mean for All Items	2.60

Assignment 5: Two Challenges for School and District: Action Plan and Evaluation

A. Description of Assessment

The *purpose* of this assessment is for the student to identify **2 challenges** and/or problem areas (**1 at the school level and 1 at the district level**) that need more focused attention and need a plan. Students identify the problem areas by analyzing, evaluating, and critiquing the school and district's continuous improvement plan and/or strategic plan, Strategic School Profile, student achievement data, and other pertinent reports or data. Students will discuss challenges and provide support and ideas to each other. However, each student will submit his/her own assignment to the instructor.

B. Alignment with Standards

ELCC Standards/Elements addressed in this assignment:

ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.

ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

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

ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.

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

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

C. Analysis of Data

This assignment was graded on a three-point scale (see Table 1 at the end of this document). A score of 3 equates to *Exceeds Expectations;* a score of 2 is *Meets Expectations*; and a score of 1 is *Developing* (see Table 1, below, for details). In 2016, 72% (average) scored in the *Exceeds* range; 25% (average) of respondents scored in the *Meets Expectations* range; and less than 3% were in need of improvement. Results were consistent across the rubric with ranges from 67-80% (*Exceeds);* 18-36% (*Meets);* and only minor differences in the *Needs Improvement* category. Candidates are particularly strong relative to evaluating school progress and revising school plans (ELCC 1.4), as 99% met or exceeded expectations. Ninety-eight percent of candidates demonstrated competency in regards to promoting and sustaining school improvement (ELCC 1.3), as well as utilizing technology to support teaching and learning (ELCC 2.4). While data suggest that the majority of candidates are adept at collaborating with faculty and community members in collecting and analyzing data relative to improving a school's education environment (ELCC 4.1), 5% of candidates scored "developing" in this area. The program will continue to monitor these data for trends and patterns.

D. Interpretation of Data for Meeting Standards

This is an important assessment for professional development in the Sixth-Year Program, and, as noted above, overall performance was good. This is an indication that the program is providing candidates with the knowledge and skills to create professional development plans that will improve instruction, student achievement, and learning. When students do not meet expectations, faculty provide extensive and specific feedback to the students. Students are encouraged to revise and resubmit their work. Additionally, students who are rated as *Meets Expectations*, and who would like to reach *Exceeds Expectations,* may revise and resubmit their work. At times, instructors encourage students to resubmit their work. On other occasions, students decide independently to resubmit their work. However, this report represents the candidates' first submission of the assignment. Overall, the data suggest that candidates are meeting the following ELCC elements: 1.3, 1.4, 2.3, 2.4, 3.4, 4.1, and 4.4.

E. Assessment Documentation

Part I Two Challenges

- Each student needs to analyze, evaluate, and critique the school and/or district's continuous improvement plan, Strategic School Profile, student achievement data and other data.
- Identify 2 challenges and/or problem areas (1 in the school and 1 in the district) that need more focused attention.
- Describe and explain in detail why you believe the school and/or district needs to respond to the challenges. Provide information and data to support your choice of the problems. Include a review of the academic data and other evidence and information related to each challenge.
  - The reasons for the challenge **may** include student achievement (formative and summative tests, local, state, national); school climate surveys (parents, teachers, or students), disciplinary infractions (e.g., changes in zero tolerance policy), attendance, meeting the needs of diverse students (e.g., culturally responsive teaching), instructional coaches, school uniforms, parent involvement (e.g., school governance councils), resources (budget, textbook, professional development), pedagogy/teaching (e.g., instructional rounds, walk-throughs), etc. (ELCC 1.4)

Part II. Action Plan

- Action Plan: Create an action plan to respond to each challenge. List and describe what actions and steps you would take as the school leader. Write goals, objectives, and/or strategies for each challenge. Identify who will implement the strategies. Identify scientifically based research strategies to support the challenge. Identify and describe **actions** (as many as needed) that a leader would take to respond to the each challenge. (ELCC 1.3)
- Timeframe: Provide a timeline for each action plan.
- Technology: Include all technology needs in the action plan. (ELCC 2.4)
- Evaluation of Staff: Evaluate the knowledge and skills of various individuals and/or groups who will be involved in the action steps. GUIDING QUESTIONS: What knowledge, skills, and experiences do the teachers and support staff possess? What knowledge, skills, and experiences do the teachers and support staff lack? Evaluate the school leader, teachers, and support staff for each challenge. In the action plan, you will include professional development for the school leader, teachers, and support staff. The PD must address the needs of the school leader, teachers, and support staff that were identified in this section. (ELCC 3.4)
- Professional Development: Describe in detail the professional development needs for leader, teacher and support staff for each challenge. GUIDING QUESTIONS: What will be provided? Why will the PD occur? Who will present the PD? Who will attend the PD? (ELCC 2.3)
- Resources Needed: Calculate the cost of the challenge; include money for resources, materials, text, or professional development, consultant or any other specific costs.

Part III. Parents & Community: Describe outreach to parents and community members, if appropriate. Describe parental and community support and/or involvement in the challenge. If parents and community are not involved, explain why. (ELCC 4.4)

Part IV. Monitoring, Evaluation, and Feedback: Identify who will monitor the implementation; describe in detail how the plan will be evaluated. Describe alternative ideas depending on evaluation. Describe how feedback is delivered. (ELCC 4.1)

Example outline for 1 ACTION PLAN (students may modify)

Challenge area:

Challenge: Description

Action plan/Steps (Goals, Objectives, Strategies)

- o Time frame
- o Evaluation of Staff
- o Resources ($$) needed
- o Technology
- o Professional Development

Parent and Community Role

Monitor and Evaluation of Action Plan and Feedback to Appropriate Individuals and Groups

Assessment 5: Two Challenges Assignment Rubric

Criteria	Exceeds Expectations	Meets Expectations	Developing
Part I: Two Challenges	Candidate identifies two major challenges (one School and one	Candidate identifies two major challenges (one School and one	Candidate identifies one or fewer major challenges, and provides

Understands and evaluates school progress and revise school plans supported by school stakeholders. (ELCC 1.4)	District) and provides a comprehensive and detailed description of why the two challenges are critical to the success of the students. Description includes all of the following: a review of the academic data and other evidence and information related to each initiative; the evaluation process they used to assess the effectiveness of school programs using the data; and how they interpreted the information in terms of the progress made toward the achievement of school vision and goals.	District) and provides a general description of why the two challenges are critical to the success of the students. Description includes two of the following: a review of the academic data and other evidence and information related to each initiative; the evaluation process they used to assess the effectiveness of school programs using the data; and how they interpreted the information in terms of the progress made toward the achievement of school vision and goals.	little or no description of why the challenge is critical to the success of students. Description is missing two or more of the following: a review of the academic data and other evidence and information related to each initiative; the evaluation process they used to assess the effectiveness of school programs using the data; and how they interpreted the information in terms of the progress made toward the achievement of school vision and goals.
Part II: Action Plan & Timeframe Understands and promotes continual and sustainable school improvement. (ELCC 1.3)	Candidate designs one transformational change plan at the school-building level and one at the district level. Both action plans clearly respond to and are aligned with the identified challenges. Both action plans identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement. Both action plans identify who will implement the strategies and describe the research behind the strategies. Detailed timeline specified for both action plans.	Candidate designs one transformational change plan at the school-building level and one at the district level. One action plan clearly responds to and is aligned with the identified challenges. One action plan identifies strategies or practices to build organizational capacity that promote continuous and sustainable school improvement. One action plan identifies who will implement the strategies and describes the research behind the strategies. Detailed timeline specified for one action plans.	Candidate designs one plan at the school-building level and one at the district level. Both plans lack alignment to the identified challenges. Plans do not identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement. Plans do not identify who will implement the strategies and describes the research behind the strategies. Timelines missing for both one action plans.

| Part II Action Plan—Technology

Understands and promotes the most effective and appropriate technologies to support teaching and learning in a school environment. (ELCC 2.4)	Candidate specifies the technology that will be used in the action plan for both of the following: improved classroom instruction, student achievement, and continuous school improvement; and monitoring in instructional practices within the school and to provide assistance to teachers.	Candidate specifies the technology that will be used in the action plan for one of the following: improved classroom instruction, student achievement, and continuous school improvement; or monitoring in instructional practices within the school and to provide assistance to teachers.	Candidate's action plan does not specify the technology that will be used in the action plan for improved classroom instruction, student achievement, and continuous school improvement; or monitoring in instructional practices within the school and to provide assistance to teachers.
Part II: Action Plan—Evaluation of Staff

Understands and develops school capacity for distributed leadership. (ELCC 3.4) | Candidate includes a comprehensive and detailed description of the knowledge, skills, and experiences teachers and support staff possess or need to possess to meet this challenge. Candidate identifies the leadership capabilities of staff and describes how school staff were involved in the decision making process related to identifying these strengths and needs. | Candidate includes a general description of the knowledge, skills, and experiences teachers and support staff possess or need to possess to meet this challenge. Candidate identifies one of the following: the leadership capabilities of staff or how school staff were involved in the decision making process related to identifying these strengths and needs. | Candidate's action plan is missing or includes a weak description of the knowledge, skills, and experiences teachers and support staff possess or need to possess to meet this challenge. Candidate does not identify the leadership capabilities of staff or how school staff were involved in the decision making process related to identifying these strengths and needs. |
| Part II: Action Plan--Professional Development

Plans for how to develop and supervise the instructional and leadership capacity of the school staff. (ELCC 2.3) | Candidate includes a PD plan that provides a thorough explanation of how they will work with school staff to improve teaching and learning, by distinctly defining both the teacher and leader roles in the implementation of the plan. The PD plan is very likely to increase the capacity of school staff and clearly reflects | Candidate includes a PD plan that provides some explanation how they will work with school staff to improve teaching and learning, by loosely defining both the teacher and leader roles in the implementation of the plan. The PD plan may increase the capacity of school staff and reflects national professional | PD plan is missing or lacks explanation of how they will work with school staff to improve teaching and learning, by giving little or no definition of the teacher and leader roles in the implementation of the plan. The PD plan is unlikely to increase the capacity of school staff and does not reflect national professional |

	national professional development standards, by incorporating only multiple high-quality, research-based methods for providing PD and supporting teacher growth throughout the yearly plan.	development standards, by incorporating some high-quality, research-based methods for providing PD and supporting teacher growth throughout the yearly plan.	development standards, lacking the use of high-quality, research-based methods for providing PD and supporting teacher growth throughout the yearly plan.
Part II: Action Plan--Resources	Calculates the cost to support each action plan; includes money for resources, materials, text, or professional development, consultant or any other specific costs. Additional information on resources is included. All costs are included.	Calculates the cost to support each action plan; includes money for resources, materials, text, or professional development, consultant or any other specific costs. All costs are included.	Costs for each action plan are missing.
Part III: Parents and Community Understands and responds to community interests and needs by building and sustaining productive school relationships with community partners. (ELCC 4.4)	Candidate includes a comprehensive description of the parental and community support and/or involvement throughout the initiative. Plan clearly describes the specific ways it will involve community partners in the decision-making processes at the school and how to develop effective relationships with a variety of community partners. If parents and community will not be involved, a clear, reasonable rationale for why is included.	Candidate includes a brief description of the parental and community support and/or involvement at some point in the initiative. Plan gives a general overview of ways it involve community partners in the decision-making processes at the school or how to develop effective relationships with a variety of community partners. If parents and community will not be involved, a limited rationale for why is included.	Candidates' plan is missing or includes a weak description of parental and community support and/or involvement at any point in the initiative. Plan gives little or no overview of ways it involve community partners in the decision-making processes at the school or how to develop effective relationships with a variety of community partners. If parents and community will not be involved, no rationale or an unreasonable rationale for why is included.
Part IV: Monitoring, Evaluation, and Feedback	Candidate includes a comprehensive and detailed description of how the action plan	Candidate includes a description of how the action plan will be evaluated. Description includes	Candidate's action plan is missing or includes a weak description of how the action plan will be

Understands and collaborates with faculty and community members by collective and analyzing information pertinent to the improvement of the school's educational environment. (ELCC 4.1)	will be evaluated. Description includes multiple possible alternative ideas to address the identified challenge. Description elaborates on how to specifically communicate information about the school within the community at multiple points.	one possible alternative idea to address the identified challenge. Description provides a general overview of how to communicate information about the school within the community.	evaluated. Description does not include alternative ideas, or the alternative ideas do not clearly address the identified challenge. Description lacks a plan for how to communicate information about the school within the community.
Project models effective professional writing.	Based on this assignment, writing is an area of strength. Your written work states ideas clearly and concisely.	Your writing is generally good, but you should continue to work on clarity, organization, careful proofreading and/or focus. Any errors do not impact meaning.	The project demonstrates multiple errors of grammar/syntax, errors of organization, and/or ineffective proofreading. Errors impact meaning. REQUIRES RESUBMISSION.
APA style is used to correctly format citations in text and the reference list.	You provide evidence of a thorough understanding of APA style related to references lists and citations in text.	Reference list and citations in text reflect an understanding of APA style with only a few minor errors.	The project demonstrates error patterns that require correction in citations in text and/or reference lists.

Table 1: Two Challenges Data Table (*n=78)*

Item	ELCC Standard/ Element	Exceeds Expectations	Meets Expectations	Developing	Mean
Part I: Two Challenges Understands and evaluates school progress and revise school plans supported by school stakeholders.	ELCC 1.4	62/78 = 80%	15/78 = 19%	1/78 = 1%	2.73
Part II: Action Plan & Timeframe Understands and promotes continual and sustainable school improvement.	ELCC 1.3	61/78 = 78%	15/78 = 19%	2/78 = 2%	2.73

Part II Action Plan—Technology Understands and promotes the most effective and appropriate technologies to support teaching and learning in a school environment.	ELCC 2.4	55/78 = 71%	21/78 = 27%	2/78 = 2%	2.66
Part II: Action Plan—Evaluation of Staff Understands and develops school capacity for distributed leadership.	ELCC 3.4	48/78 = 62%	28/78 = 36%	2/78 = 2%	2.55
Part II: Action Plan--Professional Development Plans for how to develop and supervise the instructional and leadership capacity of the school staff.	ELCC 2.3	51/78 = 65%	26/78 = 33%	1/78 = 1%	2.61
Part II: Action Plan—Resources	N/A	56/78 = 72%	14/78 = 18%	8/78 = 10%	2.58
Part III: Parents and Community Understands and responds to community interests and needs by building and sustaining productive school relationships with community partners.	ELCC 4.4	52/78 = 67%	25/78 = 32%	1/78 = 1%	2.62
Part IV: Monitoring, Evaluation, and Feedback Understands and collaborates with faculty and community members by collective and analyzing information pertinent to the improvement of the school's educational environment.	ELCC 4.1	58/78 = 74%	16/78 = 21%	4/78 = 5%	2.65
Project models effective professional writing.	N/A	59/78 = 76%	19/78 = 24%	0/78 = 0%	2.73
APA style is used to correctly format citations in text and the reference list.	N/A				2.64
				Total Mean for All Items	**2.65**

Assessment 6. School-Based Budgeting Assignment/Building-Level

A. Description of Assessment.

The assignment is a six-part case study in which the candidates take on the role of the principal as they create and modify a year-long budget for an inter-district magnet school. Detailed information regarding the Westerly Elementary school student and faculty/staff demographics are provided. The candidates must calculate the next year's budget based on grade weights (number of students in each grade receive a specific amount of money) and need weights (for example, ELL students receive extra money). The candidates must develop the yearly budget through an analysis of the previous year's budget and through considering teacher requests and the superintendent's directives. After submitting the original budget, candidates are required to respond to several challenges to the budget and submit an adjusted budget. A subsequent mandated budget reduction by the Superintendent requires the submission of a 2nd adjusted budget.

B. Alignment with ELCC Elements: The assessment meets the following ELCC Elements:

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

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

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

ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.

ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

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

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

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

C. Analysis of Data Findings (see Table 1 at the end of this document)

The assignments are graded on a three-point scale. A score of three represents *Exceeds Expectations*; two, *Meets Expectations;* and one is *Developing*. The majority of candidates scored in the *Exceeds Expectations* or *Meets Expectations* categories, with only a few candidates falling into the *Developing* category.   In 2016, there was a range of 88% to 99% for candidates in the *Exceeds Expectations* category. There was a range of 1% to 9% for candidates in the *Meets Expectations* category. The range for *Developing* was 1% to 5%.

D. Interpretation of Data for Meeting ELCC Standards:

Overall, performance in 2016 was good for the majority of candidates. This is a simulated, engaging activity. The students must complete one part of the assignment correctly before moving on to the next assignment.

Student evaluations of this assessment indicate that they have found it to be a very beneficial assessment relative to deepening their knowledge base and expanding their repertoire of skills. Based on the data, candidates are meeting the following ELCC standards/elements: 1.1, 1.2, 2.4, 3.1, 3.2, 5.1, 5.3, 5.4, and 6.3.

E. Assessment Documentation

GUIDELINES/INSTRUCTIONS FOR 6TH YEAR CANDIDATES

<div align="center">

SCHOOL-BASED BUDGETING ASSIGNMENT

</div>

Part 1:

<div align="center">

School Based Budgeting
Westerly Elementary School/Fairview Public Schools

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  Westerly Elementary School (WES) is a K-5 elementary inter-district magnet school located in Fairview, which opened in September 2014. An older school was refurbished during the prior school year. Westerly serves children who live in the cities of Fairview and Ashland. The Fairview School Board oversees the school. Fairview is a middle class city with a diverse population of Caucasian and West Indian families with a poverty rate of 20%. Ashland has a diverse population of Caucasian, Latino, Asian, and Eastern European families, with a poverty rate of 60 percent. About 20 years ago many private businesses and light industries in Ashland relocated to nearby suburban communities and cities, such as Fairview.

Consequently, Fairview gained economically from the business migration out of urban areas. Many professional businesses, such as engineering, architecture, and aerospace relocated to Fairview. Not surprisingly, Ashland has struggled financially; the state of Connecticut funds more than 70% of their school district budget.

For the 2015-16 school year, four hundred children will be enrolled in WES from Kindergarten to fifth grade. It is anticipated that two hundred children will be from Fairview, and 200 children are from Ashland. Among the 400 students, it is expected that there will be approximately 125 African/American/Black students, 100 Latino/a/American students, 125 Caucasian/EuroAmerican students, and 50 Asian/American students. One hundred English Language Learners will receive English Language instruction in ELL classes or in a bilingual classes. One hundred forty or 35% of the students will receive either free or reduced lunch (students across all groups are expected to receive free/reduced price lunches); 54 students have been identified as Special Education.   It is estimated that 40 students speak Spanish and 40 students speak Mandarin. The 20 students from Bosnia should be in a bilingual classroom. The 400 student school includes 70 students in Kindergarten, and 66 students in grade one, 66 in grade two, 66 in grade three, 66 in grade four, and 66 in grade five. There are three classes in grades one to five. Kindergarten is a half-day program. There are **four half-day** classes in the kindergarten. There is student limit of 22 in Kindergarten, grade one, and grade two; there is student limit of 25 students in grades 3, 4, and 5.

In all, there are 53 faculty and staff members at Westerly including the principal and assistant principal. There are 2 Kindergarten teachers who teach both morning and afternoon kindergarten. There are 3 teachers at each grades one, two, three, four, and five, 4 special education teachers who work in the classrooms with the classroom teachers (inclusion model), a bilingual teacher, and 4 ELL teachers. Also, a literacy coach, math coach, a music teacher, technology teacher, art teacher, 2 PE teachers, technology teacher, a speech pathologist, a part time psychologist, behaviorist, a nurse, a social worker, a multicultural liaison, and 8 paraprofessionals work at the school. Six special education students receive one to one support from the paraprofessionals. One secretary and an office assistant work in the main office; two custodians clean and maintain the building.

The 53 member staff includes 16 African Americans, 22 European Americans, 13 Latino/as American, and two Asian American teachers who are bilingual. Their second language is Mandarin. There are 40 women and 13 men on staff. Six teachers have self-identified as Lesbian/Gay/Bisexual/ Transgendered (LGBT) and 8 teachers have identified as social justice educators. Four teachers are first-year teachers, and the school hired five new paraprofessionals in September 2014.

Ms. Neuprin, who is African American, was appointed to the WES principalship in June 2014 as a first-year principal. Ms. Neuprin had been a fifth grade teacher for 15 years in New Britain and a special education teacher for three years in Simsbury. Ms. Neuprin just completed the 6th Year Program at CCSU. Because of the diverse student population, Ms. Neuprin wants to ensure that the school has a welcoming climate and that children from the different communities develop respect for and friendships across different ethnic and socioeconomic groups. Ms. Neuprin believes that the children will grow socially and emotionally by interacting with all children. She hopes that several parents will volunteer to lead a

program that supports students interacting and becoming friends with children from diverse backgrounds. Also, Ms. Neuprin intends to build a strong, collaborative, supportive, and reciprocal relationship between the school and the parents and the greater community through the newly mandated School Governance Council (SGC) and other initiatives. The principal would like to have the SGC and all of the faculty attend workshops on Dr. Gene Hall's Integration Configuration Mapping and attend a workshop on how learning communities and data teams should be integrated.

Ms. Ani Neuprin, the school staff, and the SGC must choose a school theme and develop a vision statement for 2015-2016 school year. During the first year, the principal, teachers, and parents identified three themes to investigate: The Primary Years Program which is an international program, a Dual Language school, or an Outdoor Education and Environmental school.

If an international theme is chosen, the **Primary Years Program (PYP)** (http://www.ibo.org/pyp/curriculum) would be instituted over a three-year period. The PYP is the elementary version of the International Baccalaureate program, which is a high school program. The PYP requires that the teachers are trained in the program. If the principal, school staff, and GSC choose the Primary Years Program, they must explain why and support the choice with information from the PYP website.

The second option is a **Dual Language program**. Mandarin and Chinese culture would be taught to students starting in Kindergarten. The challenge with a dual language school is recruiting teachers who speak and who can teach Mandarin. If the principal and School Governance Council choose the Dual Language Program, they must identify how they will hire teachers who are fluent in Mandarin. Children who are ELL would attend an English Instruction rather than Mandarin language and Chinese culture classes.

The faculty and parents have been reading about dual language programs on the Los Angeles School District website at: (http://notebook.lausd.net/portal/page?_pageid=33,230293&_dad=ptl&_schema=PTL_EP)

The third option, the **Environmental and Outdoor Education School,** would be closely linked to the Mashantucket Pequot Museum and Research Center in Mashantucket, CT (http://www.pequotmuseum.org). If the principal and School Governance Council choose Environmental theme, they must explain why and support the choice with information from the Mashantucket Pequot Museum and Research website. The school theme will influence the budget (professional development monies, textbooks and resources) and the school improvement plan.

Budget Assignment Part 1: School Theme, School Vision, and Goals

NOTE about assignment: Students will work collaboratively on the budget assignment. Groups may complete this part together. Although students will discuss many parts of the budget assignment, each student must submit each of the other parts of the assignment.

The principal, teachers, and School Governance Council must decide on the school theme because it will influence the budget. The three choices are: The Primary Years Program, a Dual Language school, and the Outdoor Education and Environmental school programs. Information can be found online. Ms. Ani Neuprin and the committee must write a *school vision statement* and a **1-3 page (double-spaced)** *explanation supporting a specific school theme*. **The Committee may submit one paper.** If needed for any actions, ensure that monies are allocated when the budget is completed. (ELCC 1.1)

Use the information from the Strategic School Profile and the information in Part I to identify 3 school goals for the action plans. Write the three goals and 3-4 actions for each goal. Ensure the theme is considered when writing the goals and actions. If needed for any actions, ensure that monies are allocated when the budget is completed. (ELCC 1.2)

ACADEMIC ACHIEVEMENT

Degrees of Reading Power (DRP) Program

Our highly regarded Degrees of Reading Power® (DRP®) Program provides a holistic, criterion-referenced measure of how well students understand the meaning of text. DRP test results help classroom teachers, literacy instructors, and reading specialists – as well as local, district, and state-level administrators – support the development of each student's reading power.

Grades 1 and 2 in November 2014

Grades	Independent	Instructional	Frustration
One	10 students	25 students	31 students
Two	8 students	20 students	38 students

CMT Scores Grades 3, 4, & 5   2014

Grade CMT Subject Area	School	District	State	% of schools in state with equal or lower & meeting goal

Grade 3 Reading	20.4	29.6	62.0	11.2
Grade 3 Writing	23.2	37.2	63.3	9.3
Grade 3 Math	21.9	32.0	67.4	8.4
Grade 4 Reading	24.7	31.0	64.9	13.1
Grade 4 Writing	40.2	40.6	72.0	11.3
Grade 4 Math	29.3	37.3	68.6	11.3
Grade 5 Reading	18.7	29.6	66.8	10.1
Grade 5 Writing	43.9	45.2	72.2	18.4
Grade 5 Math	43.9	44.9	77.4	15.7

Parent Involvement: Parent involvement consists of an open house in September, three parent teacher conferences, attendance at a winter concert and celebration of various holidays. Also, parents have been invited to share their careers with the students. Ms. Ani Neuprin would like to increase school, family, and community involvement in creative and innovative ways. She aspires to be a superintendent within 10 years.

Reducing Racial/Economic Isolation: Ms. Neuprin has some ideas about integrating social justice principles in her school via different activities; however. She will include either a social justice goal or some of the action steps will address social justice principles.

PART 2:

The Budget

Budget Information

Like most districts, Fairview has been using traditional budget procedures to develop the district and school budgets. Under a traditional budget framework, the principal's area of influence is limited. Within the traditional budgeting framework, each school in Fairview receives a certain dollar amount per child for all school supplies, staff development, media, and information resources, field trips and the principal's office. In 2014-15 academic year Westerly's enrollment was 400 students; the district allocated $115/ per student. As a result, the school budget was $45,100.

Dr. Justin Tensions, Fairview Superintendent, has decided to change the Fairview budgeting process from traditional budgeting to School Based Budgeting (SBB) for the 2015-16 school year. This is modeled after Hartford School District's School Based Budgeting. Dr. Justin Tensions believes SBB will ensure equitable funding for each student based on the student's educational needs. According to the superintendent and the business manager, SBB will provide greater opportunity to schools and communities to make the best choices for the students. In addition, they believe that SBB will eliminate many complex staffing ratios and provide funding through a simplified allocation. Instead of hiding the difficult choices inherent in budgeting, SBB promises to make those choices transparent. Mr. Justin Tensions believes school leaders, teachers, and parents know best what the schools need for students to achieve academically and grow emotionally and socially. Principals are expected to work with the faculty, staff, and the School Governance Council to develop the School Based Budget.

Mr. Buck DeSpare, the new business manager, is charged with overseeing the implementation of SBB across the district for the 2015-16 school year. From September to December 2014, Dr. Justin Tensions, several school board members, and all of the principals have attended budget training sessions on School Based Budgeting. During the October meeting, Mr. Buck DeSpare distributed the School Based Budgeting forms to each school leader and informed the principals that they needed to submit their budgets in January/February 2015. The schools will be responsible for making decisions about most school expenditures and about hiring/retaining staff. However, the following budget areas will not be included in the school budget:

- Facilities (Major Repairs, e.g., new roof)
- Transportation
- Tuition (Out of District Tuition) * if the principal is asked to provide out placement costs, the principal needs to check state and district policies about the allocation of monies to students being placed outside of the district.

- Central Services (Human Resources, Assessment, etc.)
- Limited SPED Services (Psych)
- Students identified under 504
- Pre-K

School Based Budgeting is a major change; the principal will have more power in the school. That is, the principal can decide to eliminate staff positions and allocate the money to other areas. For example, it will be possible for Ms. Neuprin to hire a multicultural liaison rather than a nurse or math coach. Ms. Neuprin is anxious to oversee the SBB for WES; she wants the allocation of resources to reflect a thoughtful connection to the new school theme, school improvement plan, and most importantly, to support student learning. Ms. Neuprin is looking forward to being responsible for the allocation and distribution of more than $3,000,000 for the 2015-16 academic year.

Determining Funding for Schools

Funding for all Fairview schools will be allocated through two basic categories: *Grade Weights* and *Need Weights*. The weights are designed to: a) meet the needs of students at different grade levels; b) meet the needs of those students who require different levels of support, and c) to reflect fair, objective criteria that can be applied on an equitable basis. Although, a "weight" or dollar figure can never capture the incalculable worth of every child, Fairview's weights are designed to provide an equitable means of funding for each child's education. **Grade Weights** are based on the number of students enrolled in each grade. **Need Weights** are based on student needs; that is, students who are English Language Learners, Spec Ed students, and students who receive Free/Reduced lunch receive additional monies. Essentially, students who need additional supports to succeed receive additional funding. For example, a poverty weight is used as a proxy for low achievement. In Westerly, 45 students have been assessed as significantly below grade level and 60 students who are moderately below grade level. This is linked to free and reduced priced lunches. Special Education Students receive per-student funding based on three service delivery models: Level 1, Level 2, and Level 3.

School Population-400 Students

Grade Weights

Kindergarten 70 students   (School receives $5460/student)

Grades 1-3 - 66 students per grade level (School receives $7666/student)

Grades 4-5 - 66 students per grade level (School receives $6388/student)

Need Weights

Poverty K-5: Based on Free/Reduced Lunch: 140 students (School receives $639/student)

CMT Performance:

- Significantly Below Grade Level on CMT: 45 Students   (School receives $639/student)
- Moderately Below Grade Level on CMT: 60 Students (School receives $320/student)

English Language Learners (ELL): 100 Students (School receives $1917/student)

Special Education:

- *Level 1*: 28 Students ($3703/student). There are on 5 students in Grade 1, 5 students in Grade 2, 6 students in Grade 3, 6 students in Grade 4, and 6 students in Grade 5.
- *Level 2*: 18 Students ($4027/student). There are on 4 students in Grade 1, 4 students in Grade 2, 4 students in Grade 3, 3 students in Grade 4, and 3 students in Grade 5.
- *Level 3:* 9 Students ($8249). There are 3 students in grade 3, 3 students in grade 4 and 3 students in grade 5.

Budget Assignment 2. A. Finance/Resources **Directions**: Using the *Grade Weights* and *Need Weights* information, calculate the total amount of money that WES will receive from the district office. Use your calculator and enter the amounts on the Budget Worksheet (see separate page). This is Westerly's budget for the 2015-16 school year.

Total School Revenues=_____ (ELCC 3.2)

Budget Assignment 2. B. Finance/Expenditures. **Directions**: On the *Salary Chart*, calculate and insert the money allocated for the school staff salaries and utilities. This is the **initial** calculation of salaries and utilities for the 2015-16 school year. Later in the process, the principal and SGC may modify the budget by eliminating or adding staff positions. All salaries include benefits. 3. Calculate monies that will be allocated to maintaining the building and grounds on the *Building Management Chart*. This may change as various issues arise during the budget process. (ELCC 3.1)

Salary Chart

SALARY ALLOCATION	
The principal's salary is $140,000.	$
The assistant principal's salary is $90,000.	$
17 classroom teachers (17), literacy coach, math coach, music teacher, art teacher, 2 PE teachers, 1 technology teacher, 1 speech pathologist, 4 special education teachers, 4 ELL teachers, and 1 bilingual teacher - salary average is $65,000.	$
Part time psychologist $50,000	$
Nurse, social worker, a multicultural liaison with communities, and a behaviorist-salary average is $60,000	$
1 Executive assistant/secretary- salary average is $45,000.	$
1 Office assistant – salary average is $30,000	$
8 Para professionals- salary average is $35,000	$
2 custodians, salary – salary average is $40,000.	$
Total Salary Costs Total Budget	$

Building Management Chart*

BUILDING COSTS	
Utilities 12 months X $3000/month	$
Minor repairs inside building ($1000)	$
Seasonal Maintenance (snow plowing & mowing lawns, etc…) $3,000/month for 12 months	$
Cleaning Supplies (10 months x $100/month)	$
Total Maintenance Costs	**$**

Total $$ that Ms. Neuprin will oversee after expenditures is _____.

These allocations need to be entered into the excel spreadsheet.

Part 3: Proposed Budget

Assignment Part 3. A. **Directions:**   Ms. Ani Neuprin and the budget committee will work on the budget during January and part of February. They must complete the 1st Proposed budget or the 'second column' in the excel sheet. This is the first **proposed** budget or first draft for the 2015-16 school year. A 2014-15 budget may help Ms. Ani Neuprin and the budget committee understand SBB. The first column on the excel sheet is the 2014-15 budget. Mr. Justin Tensions, the superintendent; Mr. Buck DeSpare, the business manager; and the school board finance committee will review every budget and provide feedback. Be prepared to submit at least 3 budgets before the budget is accepted and finalized.

For the 1st **proposed** budget, consider the 'new' school theme, the superintendent's directive, the teachers' requests and other considerations (review list below). Next, distribute money in the "***Proposed Budget 2015-2016"*** on the excel spreadsheet. That is, enter the salaries, utilities, and the texts, instructional materials, professional development, etc...

Respond to the requests. Type a rationale for your decisions for the allocation of funds requested and a rationale for requests that are denied after each item below and at the end of the paper. Be creative in your explanations; think of the vision of the school and the school's goals when writing an explanation. Each explanation should be about ½ page. **REMEMBER:** You do not have to fund any of the areas on the budget. For example, you may decide not to allocate any money to social studies. That is okay; however, you must explain why you did not allocate the money. NOR, do you have to fund the teachers' requests; however, you must explain your response. Schools do not have 'rainy day' funds; all funds must be allocated to a specific line item. If a school needs additional funds during a school year, the principal must request additional funds from the superintendent and the school board.

CONSIDERATIONS/REQUESTS

- The principal wants to hire a consultant ($1,000/day) to train teachers, staff and parents to work collaboratively and to learn about Gene Hall's Integration Configuration Map, and to work on the school's continuous improvement plan. A two-day workshop is ideal, but one day would suffice.

    o Decision/Rationale:

- Each year, your district purchases a district-wide agreement for Gestetner copiers and copier service, but charges a proportional amount for this contract to each of the schools in the district. During the 2014-15, Westerly Elementary School's share of the contract is $5,000. Consequently, increase this budget to $7,000 for the 2015-16 school year.

    o Decision/Rationale:

- Ms. Ella Mentary, the literacy coach, reports that the transition to Reading Workshop is progressing more quickly than anticipated, but the number of leveled reading libraries for each classroom has limited the implementation of this effective reading strategy. She would like to purchase additional leveled library collections for each classroom for the 3-5 classrooms; books for K to grade two will be purchased next year. Each collection costs $500.00/classroom plus 10% shipping. The school is purchasing through Amazon; add 6% for Connecticut tax.

    Classroom information:

    K = 4 ½ classrooms

    1 = 3 classrooms

    2 = 3 classrooms

    3 = 3 classrooms

4= 3 classrooms

5= 3 classrooms

- o Decision/Rationale:

- Mr. Hughes Carelot, the social worker, has requested $2,000 to support the parent group. He is going to use the money for snacks and lunch. This money would be in the principal's budget.
  - o Decision/Rationale:

- Ms. Neuprin had planned to allocate $3000 on a workshop on parent involvement. Ms. Neuprin contacted Dr. Joyce Epstein to present her Family, School, and Community Involvement Framework to the staff for two professional development days. The two-day professional development workshop would cost $3000. What will Ms. Neuprin do now? Why? If you do not fund this initiative, Ms. Neuprin will search for a grant (online) that supports Family, School, and Community Partnerships.
  - o Decision/Rationale:

- Mr. Tim Phonics, the music teacher reports that the instrumental music program is growing and that more children are interested in fifth grade band. Although many children rent their instruments, in order to encourage children to select less popular instruments, the music teacher wants to purchase a tuba ($1500) and a bari-saxophone ($1800).
  - o Decision/Rationale:

- Ms. Lucky Yu and Ms. Rhea Sign, the two kindergarten teachers, have asked for additional bookcases to display "Big Books"; the books will engage emerging readers (2 x $150, plus 10% Shipping & Handling).
  - o Decision/Rationale:

- Mr. Canuchange, Grade 5 team leader, approached Ms. Neuprin regarding purchasing supplementary materials (books, videos, magazines, field trips) for the social studies programs for the fourth and fifth grade teachers. Mr. Canuchange is a social justice educator and is the faculty sponsor for the high school's Gay/Straight Alliance Club (GSA). The materials would focus on social justice, multiculturalism, respect, and inclusion for diverse groups of students. The teachers want to purchase books that represent and demonstrate the contribution of Americans from various races/ethnicities/cultures, genders, religions, sexual orientations, and cultures; the cost for the materials would be $2000. In addition, the six teachers want to attend professional development workshops that teach them how to integrate sensitive topics in the curriculum; this would also cost $2000.
  - o Decision/Rationale:

- Mr. Tex Ting, the Library, Media, Resource Center Specialist, has requested $500 to purchase five Kindle/E-books. Teachers who are unfamiliar with Kindle books would be able to borrow them for two-week periods. He also wants to purchase 10 new I-Pads ($500 each) and tablets for the library.

- o Decision/Rationale:
- The grade one and grade two teachers have requested funds for area rugs (6 @ $50 each at Home Depot) and 4 large pillows for each classroom (24 @ $15 each at Home Depot).
    - o Decision/Rationale:

- Ms. Neuprin wants to purchase three SMART BOARDS for the 4th grade classes; each SMART board cost approximately $3,000.
    - o Decision/Rationale:

- Remember to allocate Professional Development money and money for resources to support the "new" school theme. If any of the teachers are going to be absent, remember that substitute teachers are paid $80.00/day.
    - o Decision/Rationale:

- Ms. Neuprin wants to implement PBIS and a character education program in the school. The total cost for professional development and textbooks is $10,000 for teachers in grades 1-5.
    - o Decision/Rationale:

- Ms. Neuprin has allocated $4.00/student for school supplies for the year. Superintendent's Directive: The district's goal is to not lay off any staff. Do not eliminate any staff for the **proposed budget**.

- Please *do not forget that any items delivered to the school must include 10% Shipping & Handling*.

- *Ensure that all activities related to the school theme are included in the budget. You may need to add additional categories to the budget. (ELCC 5.1)*

Part 4: Adjusted Budget

Directions: Review the 3 letters below. Based on the letters received this week, how will you proceed? Recalculate your budget. (ELCC 5.3) Submit the **"adjusted' budget 1".** Write a letter to each teacher and administrator explaining your rationale and decision. Be creative!!

You may change your decisions from Part III. However, you need to explain why you reversed your decision. Additionally, staff positions can be eliminated; however, you must write a letter to each individual staff member (position) that will be eliminated. It must meet state law. For example, you must be aware of the number of students that require a bilingual teacher. (ELCC 5.4)

Part B. EXTRA FUNDS: You may obtain a grant for any area of the school to help pay for any expenses. **No grant can be more than $50,000**. **REMEMBER**: If you do obtain a grant, you must find a grant in your district, at CSDE, from the US Department of Education, the Federal Register, or any other organization (e.g., Broad Foundations, Gates Foundation). You can modify the information about the grant to fit this assignment. For example, if the CSDE is awarding grants for Health and specifically how to reduce obesity, you could modify the information in the grant and change it to purchasing equipment. Lastly, if you obtain a grant, you do not have to allocate it to the requests in the letters below. You can allocate it to other areas in the budget.

LETTER #1

Ms. Ani Neuprin, Principal Fairview Elementary School
From: Tim Phonics, FES Music Department

Re: School-level Budget Development

Date: February 2015

Dear Ms. Neuprin:

I wanted to let you know of an urgent need within the Music Department at WES. Last Thursday during a routine fourth grade Chorus rehearsal, the risers used for practice and performance seemed wobbly. When our custodians and I inspected them after rehearsal, we noted stress fractures throughout the apparatus. Since these risers are integral to the music program, they need immediate attention. We need new equipment. Below is information about the cost of risers.

  3 - 10" riser sections @ $500 each = $1500

  3 – 18" riser sections @ $700 each = $2100

  4 – 26" riser sections @ $900 each - $3600

Total = $7200.00

As you can imagine, Ms. Neuprin, this expenditure represents a major safety issue for our students, especially those in the fourth and fifth grade choruses. In addition, the risers are used daily for class instruction and rehearsals at all grades. I trust that you will support this budget item.

On another note, in representing our school at a recent Fairview Public Schools Teachers' Association meeting, I learned that the Fairview and Ashland Public School Boards of Education plans to cut building-level instructional budgets by 4% in response to the anticipated rise in health care costs.

As you already know, WES is an inter district magnet school and the smallest school in the Fairview-Ashland districts. Proportionally, I cannot imagine that this cut will affect our schools equitably. There are established basic expenditures associated with keeping a school up and running, and it seems quite logical that a 4% cut for our school will disproportionally affect our ability to provide a challenging academic and extra-curricular program for our students. I am committed to standing with you in the fight to acquire the appropriate and necessary funding to support our school and its students. Please let me know where we should begin.

Sincerely,

Mr. Tim Phonics

Write a letter to Mr. Phonics explaining your rationale and decision; respond to his support about the reduction in the budget. At least ½ page with appropriate greetings and closing.

LETTER #2

To: Ms. Ani Neuprin, Principal
From: Emma Lysol, School Nurse

Re: School-level Budget Development

Date: February 2015

Dear Ms. Neuprin:

As I am sure you are aware, our student attendance has significantly dropped over the last month. This is in large measure due to the particularly difficult flu this season; it seems that I have needed to send more and more children home due to illness every day.

You can imagine how easy it is to share germs here at our elementary school. In a recent edition of School Nurse Journal, there was an article about a new product that is helping to combat the contagious nature of various illnesses. This is an anti-bacterial hand gel dispenser, which many schools are installing in lavatories throughout their buildings.

I recommend that we equip our lavatories with these dispensers next year in an effort to keep our children and staff healthier. For your planning purposes, the following costs are estimated for full installation:

10 dispensers @ $100 =	$1000
30 gallons gel @ $7.95 =	$238.50

With 6% for shipping and handling, our initial expenditure would total $1312.81, with the understanding that we would need to purchase more gel, depending on the level of student and staff use. I look forward to discussing this request with you in the near future. Please let me know when it would be convenient to meet.

Sincerely,

Emma Lysol

Write a letter to Ms. Lysol explaining your rationale and decision. At least ½ page with appropriate greetings and closing. If you are not an elementary teacher, find out what elementary schools would do before making your decision.

<u>LETTER # 3</u>

To: Ms. Ani Neuprin, Principal
From: Ms. Raisincash

Re: School-level Budget Development

Date: February 2015

Dear Ms. Neuprin,

I am happy to report that the fourth and fifth grade teachers have obtained a $10,000 grant from the Teachers for Justice (www.teachersforjustice.org). This group funds progressive projects in schools. The Gay/Straight Educators Network (www.glsen.org) sponsors the Teachers for Justice organization. After consulting with Mr. Canuchange and the other fourth and fifth grade teachers, we have decided to withdraw our requests for the $4000 for the Social Studies resources and the professional development workshops. We plan to spend the $10,000 on these resources. Also, I am preparing a media release informing parents and the community about the grant and the organization that funded it. I would like it included in the Westerly Winds parent newsletter and will submit it to the local newspaper-the GaleForce Journal. It is critical that schools are agents of change and not perpetuators and protectors of the status quo.

In solidarity,

Ms. Raisincash

Write a letter to Ms. Raisincash explaining your rationale and decision about adding the information to the school newsletter and the community newspaper. Remember to check your district's policy about sharing information with the school community. You may even want to call the district's attorney. Share this information in the letter. At least ½ page with appropriate greetings and closing.

PART 5: Adjusted Budget #2

Directions: Read the superintendent's letter, respond to the budget directive and complete the "2ⁿᵈ" adjusted budget and submit. Write a justification for the changes in the 2ⁿᵈ adjusted budget. Additionally, write a letter to any staff member(s) whose position may be eliminated. (ELCC 5.5)

LETTER # 1

To: All Members of the Fairview Public Schools Administrative Council
From: Justin Tensions, Ph.D., Superintendent of Schools

Re: School-level Budget Development

Date: February 2015

Dear Colleagues:

Over the last week, our Business Manager, Mr. Buck DeSpare, and I have carefully reviewed correspondence from our health care benefits provider, National Anthem State Teachers, Incorporated. As we had feared, NASTI anticipates a 12% increase in the cost of health care benefits for our staff for the 2015-16 academic year.

We will not be sure of the specific impact of this cost until much closer in time to our Annual Public Hearing on the Budget in April, but in the interim, we must prepare for the worst.

Please review your building budget allocations and prepare your recommendations in the event that we need to cut the entire building budgets by 5% (of $**3,322,810**). In solidarity the board offices will cut their budgets 5%. Principals may eliminate staff positions, but must not violate any special education or second language laws. Please check these laws and report on them when you submit your **"proposed budget"**.   Submit your recommendations in the form of a revised Excel spreadsheet reflecting a 5% cut, together with a rationale for your decisions regarding the subject areas and staff affected by this reduction. Do not arbitrarily reduce all budgets by 5%. Be thoughtful, ethical, and fair.

I look forward to discussing these issues with you in our next Administrative Council meeting.

Sincerely,

Justin Tensions

- o   All budget Decisions/Rationale and Rationale
- o   The letters to any staff member whose job has been eliminated needs to be at least ½ page with appropriate headings. Staff will be assigned to another school by seniority.

Part 6: Reflection

To: All Members of the Fairview Public Schools Administrative Council
From: Justin Tensions, Ph.D., Superintendent of Schools

Re: School-level Budget Development

Date: February/March 2015

Dear Ms. Neuprin:

Over the last few weeks, you have graciously participated in the on-going development of our district budget by creating and revising building level budgets that consider the changing needs of your students and staff. In addition, you have been responsive to the very real parameters, which present annual challenges, especially when our finances become increasingly limited.

In the weeks and months ahead, we will continue to need to work together to prepare a sound and reasonable district spending plan, which will be shared with our community at the scheduled Fairview Public Schools District Hearing on March, 2015. Based on public feedback from that meeting, the Board, our administrative staff, and I will shape the final draft of our budget. This will come to a community vote in the referendum scheduled for April 2015. In the spirit of our professional learning community, however, I ask that during the week ahead, that you consider the budget process to date and share with me a written reflection of your own professional growth throughout this process. Please send me a letter with your reflection and analysis of the following questions (2-4 pages) (ELCC 6.3):

1. What new learning occurred for you during the process of building-level budget development, both professionally and personally? Guiding Questions: How did you address social justice principles? How did you ensure parent involvement?
2. What questions do you continue to have about building-level budget development? Where might you seek this information?

Assignment 6: School Budget Assignment Rubric

Criteria	Exceeds Expectations	Meets Expectations	Developing
Part 1: School Theme and Vision Understands and collaboratively develops, articulates, implements, and stewards a shared vision of learning for a school. (ELCC 1.1)	Comprehensive explanation of which school theme was chosen and why. Explanation includes all of the following: a description of the collaborative process used for developing and implementing the school vision; an articulation of a school vision of learning characterized by a respect for students and their families and community partnerships; and plans to steward the school vision statements. References websites if necessary.	Satisfactory explanation of which school theme was chosen and why. Explanation includes two of the following: a description of the collaborative process used for developing and implementing the school vision; an articulation of a school vision of learning characterized by a respect for students and their families and community partnerships; and plans to steward the school vision statements. References websites if necessary.	Limited or missing explanation of which school theme was chosen and why. Explanation lacks evidence of the following: a description of the collaborative process used for developing and implementing the school vision; an articulation of a school vision of learning characterized by a respect for students and their families and community partnerships; and plans to steward the school vision statements. Necessary website references are not included.
Part 1: School Goals Understands and collects/uses data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. (ELCC 1.2)	Candidate creates three school-based strategic and tactical goals. Each goal is supported with three or four tightly aligned and collaboratively developed implementation plans (SMART goals) to achieve the goals. Candidate develops goals as part of a school improvement plan that clearly aligns to district improvement plans.	Candidate includes three school-based strategic and tactical goals. Each goal is supported with three or four loosely aligned and collaboratively developed implementation plans (SMART goals) to achieve the goals. Candidate develops goals as part of a school improvement plan that generally aligns to district improvement plans.	Candidate includes fewer than three school-based strategic and tactical goals. Any goals are lacking the support of collaboratively developed action plans to achieve the goals. Evidence of the alignment between the school improvement plan and the district improvement plans are weak or missing.
Part 2: Finances/Resources Understands and efficiently uses human, fiscal, and technological	The resource amounts calculated are correct. Resource budget indicates ability to analyze a school's budget and financial status, project long-term resource	The resource amounts calculated are correct; student had to submit twice. Resource budget indicates ability to analyze a school's budget and financial status, project	The resource amounts are missing or incorrect after two submissions. Resource budget's inaccuracy provides little or no evidence of ability to analyze a school's

resources to manage school operations. (ELCC 3.2)	needs of the school, and use technology to manage school operational systems after one attempt.	long-term resource needs of the school, and use technology to manage school operational systems after two attempts.	budget and financial status, project long-term resource needs of the school, and use technology to manage school operational systems.
Part 2: Finances/Expenditures Understands and monitors and evaluates school management and operational systems. (ELCC 3.1)	The expenditure amounts calculated are correct. Expenditure budget demonstrates ability to analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school, and to develop plans to implement and manage long-term plans for the school after one attempt.	The expenditure amounts calculated are correct; student had to submit twice. Expenditure budget demonstrates ability to analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school, and to develop plans to implement and manage long-term plans for the school after two attempts.	The expenditure amounts are missing or incorrect after two submissions. Expenditure budget's inaccuracy provides little or no evidence of ability to analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school, and to develop plans to implement and manage long-term plans for the school.
Part 3: Proposed Budget Understands and acts with integrity and fairness to ensure a school system of accountability for every student's academic and social success. (ELCC 5.1)	Proposed budget provides a detailed rationale of allocation of monies for each request and for the curriculum, instruction, assessment, student needs. Rationales clearly demonstrate ability to act with integrity and fairness in supporting school policies and staff practices that ensure every student's academic and student success.	Proposed budget provides a general rationale of allocation of monies for each request. Rationales demonstrate some ability to act with integrity and fairness in supporting school policies and staff practices that ensure every student's academic and student success.	Proposed budget is missing rationale or provides limited rationale of allocation of monies for each request. Rationales provide little or no evidence of ability to act with integrity and fairness in supporting school policies and staff practices that ensure every student's academic and student success.
Part 3: Proposed Budget Accuracy of calculations	The budget amounts calculated are correct.	The budget amounts calculated are correct; student had to submit twice.	The budget amounts are incorrect after two submissions.
Part 4: Letter Responses Understands and evaluates the potential moral and legal consequences of decision making in the school. (ELCC 5.4)	Letter responses clearly indicate the ability to evaluate school strategies to prevent difficulties related to moral and legal issues by offering clear, thoughtful, and carefully worded rationales.	Letter responses provide some evidence of the ability to evaluate school strategies to prevent difficulties related to moral and legal issues by offering rationales	Letter responses are missing or provide limited evidence of the ability to evaluate school strategies to prevent difficulties related to moral and legal issues by offering rationales that are

		that are unclear or may be misunderstood.	unclear and likely to be misunderstood.
Part 4: Adjusted Budget Understands and safeguards the values of democracy, equity, and diversity within the school. (ELCC 5.3)	Adjusted budget clearly demonstrates the ability to develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues through the budget choices made and detailed rationales provided.	Adjusted budget generally demonstrates the ability to develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues through the budget choices made and satisfactory rationales provided.	Adjusted budget is missing and provides no evidence of the ability to develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues through the budget choices made.
Part 4: Adjusted Budget Accuracy of calculations	The budget amounts calculated are correct.	The budget amounts calculated are correct; student had to submit twice.	The budget amounts are missing or incorrect after two submissions.
Part 5: Adjusted Budget #2 Understands and promotes social justice within a school to ensure that individual student needs inform all aspects of schooling. (ELCC 5.5)	Adjusted budget #2 clearly and cohesively demonstrates the resiliency to uphold core values and persist in the face of adversity by providing detailed rationales that reflect a consistent approach throughout the assignment.	Adjusted budget #2 adequately demonstrates the resiliency to uphold core values and persist in the face of adversity by providing rationales that are mixed in their consistency throughout the assignment.	Adjusted budget #2 is missing or provides little evidence of the resiliency to uphold core values and persist in the face of adversity by providing rationales that are often inconsistent throughout the assignment.
Part 5: Adjusted Budget #2	The budget amounts calculated are correct.	The budget amounts calculated are correct; student had to submit twice.	The budget amounts are missing or incorrect after two submissions.
Part 6: Reflection Understands and anticipates and assesses emerging trends and initiatives in order to adapt school-based leadership strategies. (ELCC 6.3)	Reflection provides a deep self-evaluation of professional and personal learning through budget activity. Specific questions are posed which clearly demonstrate a strong ability to adapt leadership strategies and practice to address emerging school issues and incorporate new learning.	Reflection provides a broad self-evaluation of professional or personal learning through budget assignment. General questions are posed which demonstrate some ability to adapt leadership strategies and practice to address emerging school issues and incorporate new learning.	Reflection is missing or provides a shallow self-evaluation of professional or personal learning through the budget assignment. Any questions posed provided little to no evidence of the ability to adapt leadership strategies and practice to address emerging school issues and incorporate new learning.
Platform models effective professional writing.	Based on this assignment, writing is an area of strength.	Your writing is generally good, but you should continue to work	The assignment demonstrates multiple errors of

		on clarity, organization, careful proofreading and/or focus. Any errors do not impact meaning.	grammar/syntax, errors of organization, and/or ineffective proofreading. Errors impact meaning.
APA style is used to correctly format citations in text and the reference list.	You provide evidence of a thorough understanding of APA style related to references lists and citations in text.	Reference list and citations in text reflect an understanding of APA style with only a few minor errors.	The assignment demonstrates error patterns that require correction in citations in text, and/or reference list.

Data Table 1—School Budgeting (Assessment 6) (**n = 66)**

Item	ELCC Standard/Element	Exceeds Expectations	Meets Expectations	Developing	Mean
Part 1: School Theme and Vision Understands and collaboratively develops, articulates, implements, and stewards a shared vision of learning for a school.	ELCC 1.1	62/66=94%	1/66= 1%	3/66 = 5%	2.88
Part 1: School Goals Understands and collects/uses data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.	ELCC 1.2	59/66 = 89%	6/66 = 9%	1/66= 1%	2.88
Part 2: Finances/Resources Understands and efficiently uses human, fiscal, and technological resources to manage school operations.	ELCC 3.2	64/66 = 97%	2/66 = 3%	0/66 = 0%	2.97
Part 2: Finances/Expenditures Understands and monitors and evaluates school management and operational systems.	ELCC 3.1	58/66 = 88%	8/66 = 12%	0/66 = 0%	2.97
Part 3: Proposed Budget Understands and acts with integrity and fairness to ensure a school system of accountability for every student's academic and social success.	ELCC 5.1	65/66 = 99%	0/66 = 0%	1/66= 1%	2.93
Part 3: Proposed Budget Accuracy of calculations	N/A	64/66 = 97%	2/66 = 3%	0/66 = 0%	2.95
Part 4: Letter Responses Understands and evaluates the potential moral and legal consequences of decision making in the school.	ELCC 5.4	65/66 = 99%	1/66 = 1%	0/66 = 0%	2.98

Part 4: Adjusted Budget Understands and safeguards the values of democracy, equity, and diversity within the school.	ELCC 5.3	62/66 = 94%	4/66 = 6%	0/66 = 0%	2.96
Part 4: Adjusted Budget Accuracy of calculations	N/A	55/66 = 83%	10/66 = 15%	1/66= 1%	2.82
Part 5: Adjusted Budget #2 Understands and promotes social justice within a school to ensure that individual student needs inform all aspects of schooling.	ELCC 5.5	60/66 = 91%	5/66 = 8%	1/66= 1%	2.92
Part 5: Adjusted Budget #2	N/A	62/66 = 94%	3/66 = 5%	1/66= 1%	2.94
Part 6: Reflection Understands and anticipates and assesses emerging trends and initiatives in order to adapt school-based leadership strategies.	ELCC 6.3	59/66 = 89%	4/66 = 6%	3/66 = 5%	2.86
Platform models effective professional writing.	N/A	59/66 = 89%	7/66 = 11%	0/66 = 0%	2.88
APA style is used to correctly format citations in text and the reference list.	N/A	58/66 = 88%	6/66 = 9%	2/66 = 3%	2.87
				Total Mean for All Items	2.91

Assessment 7: Social Justice Assignment

A. **Description of Assessment.**

Students will conduct an in-depth examination of how their school addresses and embraces practices, policies, and programs that are rooted in social justice, equity, and multiculturalism. The assessment includes an essay on multiculturalism, demographic information about the district, and analyses of issues/topics in the district.

B. **Alignment with Standards**

ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

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

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

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success.

ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity.

ELCC 5.5: Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.

ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.

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

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

C.   Analysis of Data (see Table 1 at the end of this document)

Candidates performed well on this assessment as evidenced by a majority of scores in the *Exceeds* and *Meet* categories; only one student scored in the *Needs Improvement* category. Ranges were as follows: *Exceeds* (61%-88%); *Meets* (12%-39%)*;* and *Needs Improvement* (> 2%). The highest scores were in the areas of Diversity (ELCC 4.3); Student Achievement (ELCC 3.1) and overall summation of the assignment (ELCC 5.3).   Areas that scored most in the *Meets* category were analysis of demographics (ELCC 6.1) and evaluation of mission statement (ELCC 5.1).

D.   Interpretation of Data for Meeting the Standards

Overall, performance in 2016 was good for the majority of candidates. This is a simulated, engaging activity. The students must complete one part of the assignment correctly before moving on to the next assignment.

Student evaluations of this assessment indicate that they have found it to be a very beneficial assessment relative to deepening their knowledge base and expanding their repertoire of skills. Based on the data, candidates are meeting the following ELCC standards/elements: 1.4, 4.2, 4.3, 5.1, 5.3, 5.5, 6.1, 6.2, and 6.3.

E.   Assessment Documentation

Directions

Part 1 (ELCC 6.3): ESSAY

In this essay, candidate will demonstrate your understanding of social justice, multiculturalism, and equity. Include a discussion on how some groups of students and their families have been historically marginalized in the US and how the marginalization has affected students' learning. Reference at least three authors.

Part 2: Demographic Chart: Compile background information about the school's students and staff. Most of the information for this chart can be found in the School's/District's Profile found on CT State Dept. of Ed website. **If any information is unavailable, write "N/A" = not available.** This information can be presented in a chart or graph, or any other visual.

> STUDENTS: number of students in school; disaggregate students by race/ethnicity, gender, special education. Include gifted and non-native English speakers (students whose first language is not English as well as students in ELL and bilingual programs/classes). Also include socioeconomic status of families/school; dropout rate for HS; race and gender for suspension, expulsions and students who have same-sex parents.

> STAFF: Number of administrators, teachers, and support staff: disaggregate by job, race/ethnicity, non-native English speakers, gender, sexual orientation, and years of experience

Part 3: Evaluate the **school's vision/mission statement** to determine if social justice, multiculturalism, and/or equity are included in the statement. Use the student demographic information to help determine if the vision statement is related to the students and families in the school. If "yes" then evaluate how well the staff/principal in your school uphold the school vision statement. If the answer is "no," describe how the vision/mission statement needs to be changed and how leadership practices need to be changed.

Rewrite the vision statement; demonstrates how the vision statement would be created collaboratively and how it would be a shared vision for the school. In addition, evaluate which, if any, **goals** in the school improvement plan address social justice, multiculturalism, and equity. If "yes" then evaluate how well the staff/principal in your school meet the goals. If the answer is "no," describe how the goals should change.

Part 4: Review and evaluate at least **three student and district policies** related to discipline and school climate. Do the policies address social justice, multicultural, and equity perspectives? Are the policies fair to students from historically marginalized groups? Are the policies that are based on the local, state, and federal laws grounded in a social justice philosophy?

If yes, then evaluate how well the staff/principal apply the policies in the school. If no, what steps can be taken to improve the situation? Suggest ways each policy needs to be changed to improve the district policies for all students. Candidates demonstrate an understanding and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

Part 5 Evaluate your district's **efforts to hire** administrators, teachers, and staff from underrepresented groups (i.e., Latino, African-American, male/female staff, GLBT). You may wish to call the Human Resources Department for your district. If the district is having some success in this area, describe what your district does to hire individuals from underrepresented groups. If the effort to hire from underrepresented groups is not optimal, describe 5 strategies that your district might use to recruit and hire faculty and staff from underrepresented groups. The importance of role models in schools cannot be under estimated. Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Part 6 Discuss and report on **district level committees** that address social justice, equity, and multiculturalism, e.g., is there a diversity Committee, a multicultural committee, or an achievement gap committee? If your district/school does not have this type of committee, state this in the paper. Research and provide 5 reasons why the district would need and benefit from a district-wide a social justice/equity/multicultural committee. 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.

Part 7 Evaluate if any **school professional development workshops** address student learning from the perspectives of social justice, multiculturalism, and equity. If "yes," then evaluate how well teachers apply the information they learn in the workshops to students' learning. If the answer is "no," identify and describe PD workshops that would address social justice, multiculturalism, and equity for all students. Explain how the PD workshops could be implemented and become part of the staff's comprehensive growth plan. Candidates demonstrate they understand and can develop and supervise the instructional and leadership capacity of school staff.

Part 8 Analyze and assess the **achievement** (choose 1 assessment, i.e., CMT, CAPT [CT state tests], or other assessment-both formative and evaluative) of at <u>**least two student populations**</u> (Majority group, Minority students, SES, Spec Ed, ELL, Gifted, male, female) in your school. Report on the performance of the two student groups and share your understanding of why and how student learning can be improved. Candidates demonstrate that they understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

Part 9 Analyze and evaluate how **students, from all groups, see themselves**, their families, and their lives reflected back to them in all aspects of the school setting (e.g., school-parent communication written in language of families; hallway displays depict diverse groups; staff from diverse backgrounds). Suggest ways that the school can improved in this area, e.g., involving students and families in changing school practices. Candidates demonstrate they understand and can advocate for school students, families, and caregivers.

Part 10 Based on the information that you have obtained, summarize your analysis about your school in **three paragraphs** (1 ½ -2 double spaced pages). The student and staff demographic information should inform your synthesis of your school's work related to social justice, multiculturalism, and equity. The first

paragraph focuses on the strengths of your school. The second paragraph focuses on weaknesses in your school. The final paragraph includes leadership recommendations to advance social justice, equity, and multiculturalism in your school for all students and their families (ELCC 5.5.)

Scoring Rubric for Assessment 7: Social Justice Assignment

Criteria	Exceeds Expectations 3	Meets Expectations 2	Developing 1
PART 1: Essay **(ELCC 5.5)** Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.	Candidate essay shows a profound understanding of how school policies and practices can promote or inhibit social justice. The essay effectively articulates at least three specific, school-based examples of social justice issues including (but not limited to) equity, confidentiality, acceptance, and respect that focus on students, faculty, and other educators. Finally, the essay includes an engaging and thought provoking personal reflection—with at least three references to course readings on social justice—on how to further one's understanding of social justice issues, identify opportunities for promoting social justice in the school community, and discuss strategies for persistence in the face of adversity.	Candidate essay shows a basic understanding of how school policies and practices can promote or inhibit social justice. The essay discusses at least three specific school-based examples of social justice issues including (but not limited to) equity, confidentiality, acceptance, and respect that focus on students, faculty, and other educators. The essay includes an effective personal reflection—with at least three references to course readings on social justice—on how to further one's understanding of social justice issues, identify opportunities for promoting social justice in the school community, and discuss strategies for persistence in the face of adversity.	Candidate essay shows a limited understanding of how school policies and practices can promote or inhibit social justice. The essay fails to articulate at three specific, school-based examples of social justice issues. The personal reflection fails to provide insight and does not sufficiently draw from course readings. There is insufficient evidence that the candidate understands social justice issues or could effectively identify opportunities for promoting social justice in the school community.
PART 2: Demographic Chart **(ELCC 6.1)** Candidates understand and can advocate for school students, families,	Candidate compiles comprehensive data on school and community demographics. These data are used to analyze law and policy in schools in order to actively advocate for students and families. Causes of poverty and inequities are discussed in the context of these analyses, and the candidate is tightly focused on serving as an advocate in school and community matters.	Candidate compiles sufficient data on school and community demographics. These data are used to analyze law and policy in schools and the candidate positions him/herself as an advocate for students and families. Causes of poverty and inequities are discussed in the context of these analyses and the candidate advocates for students and community stakeholders.	Candidate does not compile sufficient data on school and community demographics to effectively analyze law and policy in schools. The candidate is not positioned as an advocate for students and families. Causes of poverty and inequities are discussed, but the lack of data do not allow for an advocacy position.

and caregivers.			
PART 3: Evaluation of Mission Statement **(ELCC 5.1)** Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success.	Candidate critically analyzes the school mission statement to better advance a social justice agenda in schools and communities that will support every student's right to fairness and equity. A minimum of three scholarly resources is used in this analysis, and the candidate identifies actionable ways the mission statement can help to inform a social justice agenda. The candidate identifies three ways in which the mission statement can be applied to school policies in order to ensure equitable practices and carefully constructs connections between scholarship, professional practice, and personal action.	Candidate analyzes the school mission statement to better advance a social justice agenda in schools and communities that will support every student's right to fairness and equity. A minimum of three scholarly resources is used in this analysis, and the candidate is able to make connections to a larger social justice agenda. The candidate identifies three ways in which the mission statement can be applied to school policies in order to ensure equitable practices. Overall connections across scholarship, professional practice, and personal action are loose and lack a solid foundation.	Candidates fail to critically analyze the school mission statement. A minimum of three scholarly resources is used in this analysis, but the candidate is unable to make connections to a larger social justice agenda. The candidate identifies three ways in which the mission statement can be applied to school policies in order to ensure equitable practices. However, the candidate fails to make connections across scholarship, professional practice, and personal action.
Part 4: Review of District Policies **(ELCC 6.2)** Candidates understand and can act to influence local, district, state, and national	Candidate identifies a minimum of three district or school policies to examine in the context of social justice, equity, and fairness. In the analysis, the candidate articulates in actionable ways how these policies can ensure equitable learning opportunities for all students. The candidate develops a professional plan on how to effectively communicate	Candidate identifies a minimum of three district or school policies to examine in the context of social justice, equity, and fairness. In the analysis, the candidate makes general connections to student outcomes. Candidate develops a professional plan that communicates these policies to stakeholders in ways that are easily understood. However, the candidate	Candidate identifies a minimum of three district or school policies to examine in the context of social justice, equity, and fairness. However, the analysis fails to make connections to student outcomes. Candidate develops a professional plan, but this lacks sufficient detail to make the policies easily understood. The candidate fails to articulate how this

decisions affecting student learning in a school environment.	these policies to key stakeholders. In this communication, the candidate discusses how communication with stakeholders will be formative, ongoing, and sustainable.	only loosely articulates how this communication will be formative, ongoing, and sustainable.	communication will be formative, ongoing, and sustainable.
Part 5: Evaluation of Hiring Procedures (ELCC 6.3) Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	Candidate critically analyzes district hiring procedures focusing in particular on social justice, equity, and fairness. In this analysis, the candidate effectively describes the impact of these policies on schools, the community, and the profession. Further, candidate identifies and discusses a minimum of three implications for school leaders. These implications are drawn from both the analysis and from related scholarly research and reveal insight, intellectual depth, and sound knowledge of the profession.	Candidate critically analyzes district hiring procedures focusing in particular on social justice, equity, and fairness. In this analysis, the candidate describes the general impact of these policies on schools, the community, and the profession. Further, candidate identifies and discusses a minimum of three implications for school leaders. These implications are drawn from both the analysis and from related scholarly research. However, the work reveals only minimal intellectual depth, insight, and knowledge of the profession.	Candidate analyzes district hiring procedures focusing in particular on social justice, equity, and fairness. In this analysis, the candidate fails to appropriately describe the impact of these policies on schools, the community, and the profession. Candidate identifies and discusses a minimum of three implications for school leaders; however, this work shows little insight, intellectual depth, or knowledge of the profession.
Part 6: Analysis of District Level Committees (ELCC 4.2) Candidates understand and can	Candidate discusses and reports on district level committees that address social justice, equity, and fairness. In this discussion, the candidate identifies a minimum of five ways in which these committees mobilize people and resources in order to improve school programs. Candidate carefully	Candidate discusses and reports on district level committees that address social justice, equity, and fairness. In this discussion, candidate identifies a minimum of five ways in which these committees mobilize people and resources in order to improve school programs. Candidate discusses these	Candidate discusses and reports on district level committees that address social justice, equity, and fairness. In this discussion, candidate fails to identify a minimum of five ways in which these committees mobilize people and resources in order to improve school programs. Candidate

mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community.	articulates how these policies are both formulated and implemented, and also describes in detail the role of the school leader in this process. Candidate cites scholarly research in order to provide further depth and insight as he/she effectively connects scholarship and professional practice.	policies in a general sense and only loosely connects the discussion to the role of the school leader in this process. Candidate cites scholarly research but provides only minimal in depth and insight.	discusses these policies in a general sense and does not connect the discussion to the role of the school leader in this process. Candidate fails to appropriately use scholarly research.
Part 7: Professional Development **(ELCC 1.4)** Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.	Candidate develops and implements a professional development program that addresses a timely issue in the school or district. In creating this plan, the candidate identifies a minimum of three goals and constructs an effective evaluation process to assess progress towards these goals. In addition, the candidate clearly articulates how data will be collected, how progress will be monitored over time, and how this progress will be communicated to key stakeholders.	Candidate develops and implements a professional development program that addresses a timely issue in the school or district. In creating this plan, the candidate identifies a minimum of three goals and constructs an evaluation process to assess progress towards these goals. However, only a general plan is included in terms of data collection, progress monitoring, and communication to stakeholders.	Candidate develops and implements a professional development program that addresses a timely issue in the school or district. In creating this plan, the candidate identifies a minimum of three goals but fails to construct a sufficient evaluation plan. Further, the plan does not include sufficient detail in terms of data collection, progress monitoring, and communication to stakeholders.
Part 8: Analysis of Student Achievement **(ELCC 5.1)**	Candidate analyzes and assesses formative assessment efforts in the school by focusing on at least two student populations (e.g., low SES, SEPD). Candidate comprehensively	Candidate analyzes and assesses formative assessment efforts in the school by focusing on at least two student populations (e.g., low SES, SEPD). Candidate discusses both the	Candidate analyzes and assesses formative assessment efforts in the school by focusing on at least two student populations (e.g., low SES, SEPD). Candidate discusses both the

Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success	reports and discusses on both the data and on the evaluation process and provides a minimum of five substantive suggestions on how the evaluation process can be improved. These suggestions clearly connect to practices that are fair, equitable, and sustainable.	data and the evaluation process in a general sense but fails to make essential connections. Candidate provides a minimum of five suggestions on how the evaluation process can be improved. However, these suggestions require more insight in terms of focusing on practices that are fair, equitable, and sustainable.	data and the evaluation process but is unable to do so in a way that contributes to a sense of fairness, equity, and sustainability. Candidate suggestions are disconnected.
Part 9: Analysis of Student and Parent Diversity **(ELCC 4.3)** Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	Candidate constructs and conducts a needs assessment of families, caregivers, and other key stakeholders. This needs assessment clearly focuses on (a) how to develop collaborative relationships; (b) how to better involve all stakeholders in the education process; and (c) how to identify key strategies for implementing responsive changes to the education process. Candidate engages in a nuanced way with the community and offers suggestions for improvements that are tangible, achievable, and sustainable.	Candidate constructs and conducts a needs assessment of families, caregivers, and other key stakeholders. This needs assessment focuses on (a) how to develop collaborative relationships; (b) how to better involve all stakeholders in the education process; and (c) how to identify key strategies for implementing responsive changes to the education process. Candidate engages with the community, but fail to see the nuances involved in social justice work. Suggestions for improvement are worthwhile but may not be achievable or sustainable.	Candidate constructs and conducts a needs assessment of families, caregivers, and other key stakeholders. However, this assessment is largely unfocused and fails to address (a) how to develop collaborative relationships; (b) how to better involve all stakeholders in the education process; and (c) how to identify key strategies for implementing responsive changes to the education process. Candidate fails to adequately engage with the community and there is insufficient evidence that they see the nuances involved in social justice work. Suggestions for improvement are neither achievable nor sustainable.

Part 10: Summary (ELCC 5.3) Candidates understand and can safeguard to values of democracy, equity and diversity.	Candidate provides a 2-3 page summary that critically reflects on equity, fairness, and social justice. Candidate concisely and concretely reflects on his/her understanding of school policies and procedures and how these can advance a social justice agenda. Further, candidate identifies specific and effective ways to advocate for democracy, equity, and diversity.	Candidate provides a 2-3 page summary that reflects in a general way on equity, fairness, and social justice. However, this reflection on school policies and procedures is largely unconnected to social justice considerations. Although communication strategies are discussed, it is not clear how the candidate will specifically and effectively advocate for democracy, equity, and diversity	Candidate provides a 2-3 page summary that does not critically reflect on equity, fairness, and social justice. Similarly, reflection on policies and procedures lack insight and are not connected to social justice considerations. Communication strategies are discussed, but it is unclear how the candidate will specifically and effectively advocate for democracy, equity, and diversity
Project models effective professional writing.	Based on this assignment, writing is an area of strength. Your written work states ideas clearly and concisely.	Your writing is generally good, but you should continue to work on clarity, organization, careful proofreading and/or focus. Any errors do not impact meaning.	The project demonstrates multiple errors of grammar/syntax, errors of organization, and/or ineffective proofreading. Errors impact meaning. REQUIRES RESUBMISSION.
APA style is used to correctly format citations in text and the reference list.	You provide evidence of a thorough understanding of APA style related to references lists and citations in text.	Reference list and citations in text reflect an understanding of APA style with only a few minor errors.	The project demonstrates error patterns that require correction in citations in text and/or reference lists.

Data Table 1: Social Justice Assignment N = 66

Item	ELCC Standard/ Element	Exceeds Expectations	Meets Expectations	Developing	Mean
PART 1: Essay Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.	ELCC 5.5	28 (68%)	13 (32%)	0 (0%)	2.68
PART 2: Demographic Chart Candidates understand and can advocate for school students, families, and caregivers.	ELCC 6.1	25 (61%)	16 (39%)	0 (0%)	2.60
PART 3: Evaluation of Mission Statement Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success.	ELCC 5.1	31 (74%)	10 (26%)	0 (0%)	2.75
Part 4: Review of District Policies Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.	ELCC 6.2	32 (76%)	9 (24%)	0 (0%)	2.78
Part 5: Evaluation of Hiring Procedures Candidates understand and can anticipate and assess	ELCC 6.3	34 (81%)	7 (19%)	0 (0%)	2.82

emerging trends and initiatives in order to adapt school-based leadership strategies.					
Part 6: Analysis of District Level Committees Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community	ELCC 4.2	35 (83%)	6 (17%)	0 (0%)	2.85
Part 7: Professional Development Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.	ELCC 1.4	33 (79%)	7 (20%)	1 (2%)	2.78
Part 8: Analysis of Student Achievement Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success	ELCC 5.1	36 (86%)	5 (14%)	0 (0%)	2.87
Part 9: Analysis of Student and Parent Diversity Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	ELCC 4.3	36 (86%)	5 (14%)	0 (0%)	2.87
Part 10: Summary Candidates understand and can safeguard to values of democracy, equity and diversity.	ELCC 5.3	37 (88%)	4 (12%)	0 (0%)	2.90

Total Mean for All Items	2.79

Use of Results to Improve Program

After receiving feedback from the previous SPA report, faculty met to realign assessments with scoring guides. One area of particular concern noted by reviewers was that multiple ELCC standards/indicators were comingled within one row of a rubric, thus making it difficult to determine candidate competency on a particular indicator. Faculty revised the assessments to demonstrate better alignment with the assessment descriptions and the accompanying scoring rubrics. As such, data derived from these rubrics are more informative regarding candidate competency on the ELCC standards/indicators. Since the rubrics and assessments were revised in the fall of 2015, the program only has one cycle of data for most of the instruments. As such, patterns and trends in the data are not yet available. The program will continue to monitor the data for strengths and weakness and use the data for program improvement.