

Department: Educational Leadership

Report Preparer: Ethan Heinen

Program Name and Level: (093) PM Superintendent Certificate

<b>Program Assessment Question</b>	<b>Response</b>
<b>URL:</b> Provide the URL where the learning outcomes (LO) can be viewed.	<a href="http://web.ccsu.edu/seps/departments/eduLeadership/standards.asp">http://web.ccsu.edu/seps/departments/eduLeadership/standards.asp</a> Our Learning Outcomes are the ELCC Standards for Building Level Leaders
<b>Assessment Instruments:</b> 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) <b>Interpretation:</b> Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	faculty
4) <b>Results:</b> 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) <b>Strengths:</b> 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) <b>Improvements:</b> 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 assessments provide evidence for multiple learning outcomes/standards.**

## **Assessment 1. Superintendent Certificate Program**

### **Connecticut Leadership Standards**

#### **A. Assessment Description**

The graduates of the CT superintendent programs are not required to take either a state or a national exam. Consequently, the Connecticut Leadership Standards are being used for Assessment 1.

A critical step in strengthening the preparation, licensure and professional development of Connecticut leaders was the creation of the six Connecticut leadership standards that clearly identify what educational leaders should know and be able to do. These professional standards are based on research presented in the Common Core of Leading: Connecticut School Leadership Standards which include the Performance Expectations, Elements and Indicators (2012) and a document entitled, *Defining Effective Leadership in Connecticut's Schools*. The four areas of research presented in *Defining Effective Leadership in Connecticut's Schools* are: transformational school leadership; leadership and school restructuring; leadership and effects; and "new management" literature.

The Common Core of Leading: Connecticut School Leadership Standards (2012) encompasses the following three aspects of effective school leadership: *Knowledge and Skills*: what the school leader needs to be aware of and understand with respect to the standard; *Dispositions*: the values, beliefs and attitudes of the school leader which pertain to the standard; and *Performances*: what the school leader needs to be able to do. The CT Leadership standards are aligned to the ELCC District Leadership Standards.

#### **B. Alignment with ELCC Standards**

The Learning Outcomes/ELCC Standards which are met in this assessment include the following:

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

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

ELCC 1.3 Candidates understand and can promote continual and sustainable district improvement.

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

ELCC 2.1 Candidates understand and can advocate, nurture, and sustain a district 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 district program.

ELCC 2.4 Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.

ELCC 3.3 Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.

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

ELCC 3.2 Candidates understand and can efficiently use human, fiscal, and technological resources within the district.

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

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

ELCC 4.2 Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district.

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

ELCC 5.1 Candidates understand and can act with integrity and fairness to ensure a district 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 district.

ELCC 6.1 Candidates understand and can advocate for district 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 district environment.

Each standard has several indicators on which candidates are rated. The goal of this assessment tool is to evaluate each candidate's ability to meet the Connecticut Leadership Standards. This assessment aligns with the following ELCC elements, as indicated on the attached alignment chart.

**C. Analysis of Findings** - Each standard has several indicators on which candidates are rated.

The holistic ratings are:

3 = Exceeds Expectations

2 = Meets Expectations

1 = Developing.

Results are broken down as follows:

Performance Expectation 1: Vision, Mission, and Goals: All candidates achieved at either *Exceeds* or *Meets Expectations* (none were *Developing*). Element A was highest with 27% of candidates at *Exceed*; Element C was lowest with 13% of candidates at the *Exceeds* level.

Performance Expectation 2: Teaching and Learning: Most candidates achieved at acceptable levels with a few exceptions (3 candidates *Developing* in Element A; and 1 candidate *Developing* for Element C). The range for *Exceeds* was 13% to 27%; the range for *Meets* was 60% to 80%.

Performance Expectation 3: Organizational Systems and Safety: All candidates achieved at either the *Exceeds* or *Meets* levels. The range for *Exceeds* was 47% to 53%; the range for *Meets* was 47% to 53%.

Performance Expectation 4: All candidates achieved at acceptable levels except one candidate who scored in *Developing* for Element A. The range for *Exceeds* was 31% to 33%; the range for *Meets* was 60% to 67%.

Performance Expectation 5: Ethics and Integrity: Most candidates achieved at acceptable levels, with only one candidate *Developing* in Element A and Element B. The range for *Exceeds* was 13% to 27%; the range for *Meets* was 66% to 80%.

Performance Expectation 6: The Education System: One candidate was *Developing* in Element A and Element B. The range for *Exceeds* was 33% to 40%; *Meets* was from at 53% to 67%

#### D. Alignment with Standards/Scoring Guide

The CT Leadership Standards align with ELCC standards as indicated below:

<b>CT Core Leadership Standards</b>	<b>2011 ELCC Standards</b>	<b>Exceeds Expectation 3</b>	<b>Meets Expectations 2</b>	<b>Developing 1</b>
PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals.  Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high	ELCC 1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.	Candidate provides a thorough and detailed explanation of how to collaboratively develop, articulate, implement, and steward a shared vision of learning. Candidate effectively applies	Candidate provides a thoughtful explanation of how to collaboratively develop, articulate, implement, and steward a shared vision of learning. Candidate applies professional and academic literature to	Candidate fails to provide a thorough and detailed explanation of how to collaboratively develop, articulate, implement, and steward a shared vision of learning. Candidate draws from professional and academic

<p>expectations for student performance. Element A. High Expectations for All: Leaders ensure that the creation of the vision, mission and goals establish high expectations for all students and staff.</p>		<p>professional and academic literature to further articulate district goals. A minimum of three resources is used.</p>	<p>further articulate district goals but fails to make direct and cogent linkages. A minimum of three resources is used.</p>	<p>literature but fails to use these resources to articulate district goals.</p>
<p>Element B. Shared Commitments to Implement the Vision, Mission, and Goals: Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.</p>	<p>ELCC 1.2 Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.</p>	<p>Candidate effectively collects and uses data to identify district goals. District goals are specific and measurable, and data sources and analyses are thoughtful, appropriate, and useful to advancing a school vision. Candidate further uses these data to accurately assess organizational effectiveness by identifying a minimum of three strategies for improvement and how these strategies can be implemented and assessed.</p>	<p>Candidate effectively collects and uses data to identify district goals. District goals are specific and measurable, but data sources and analyses are only minimally useful to advancing a school vision. Candidate uses these data to assess organizational effectiveness by identifying a minimum of three strategies for improvement and how these strategies can be implemented and assessed.</p>	<p>Candidate collects data but fails to use these data to identify district goals. District goals are vague, and data sources and analyses are not appropriate for the assignment. Candidate fails to assess organizational effectiveness.</p>

	ELCC 1.3 Candidates understand and can promote continual and sustainable district improvement.	Candidate provides a detailed explanation of how school leaders can promote continual and sustainable district improvement. A minimum of three professional and/or academic resources are used to identify specific and measurable paths to school improvement.	Candidate provides a clear explanation of how school leaders can promote continual and sustainable district improvement. A minimum of three professional and/or academic resources is used in this analysis; however, school improvement strategies are vague and difficult to measure.	Candidate fails to adequately explain how school leaders can promote continual and sustainable district improvement. Professional and/or academic resources are not used and/or fail to address potential school improvement strategies.
Element C. Continuous Improvement toward the Vision, Mission, and Goals: Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.	ELCC 1.4 Candidates understand and can evaluate district progress and revise district plans Supported by district stakeholders.	Candidate provides a detailed explanation of how school leaders can evaluate district progress and revise district plans supported by district stakeholders and/or teacher unions. Candidate uses a minimum of three academic and/or professional resources to fully articulate an understanding of the evaluation process.	Candidate provides a clear explanation of how school leaders can evaluate district progress and revise district plans supported by district stakeholders and/or teacher unions. Candidate uses a minimum of three academic and/or professional resources to demonstrate a sufficient understanding of the evaluation process.	Candidate provides only a vague explanation of how school leaders can evaluate district progress and revise district plans supported by district stakeholders and/or teacher unions. Candidate fails to adequately use academic and/or professional resources to demonstrate an understanding of the evaluation process.
<b><i>CT Core Leadership Standards</i></b>	<b><i>2011 ELCC Standards</i></b>	<b><i>Exceeds Expectations</i></b>  <b>3</b>	<b><i>Meets Expectations</i></b>  <b>2</b>	<b><i>Developing</i></b>  <b>1</b>

<p>PERFORMANCE EXPECTATION 2: Teaching and Learning</p> <p>Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.</p> <p>Element A. Strong Professional Culture: Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.</p>	<p>ELCC 2.1 Candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. ELCC 2.1</p>	<p>Candidate provides a detailed explanation of how candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning. Candidate uses a minimum of three professional and/or academic resources to fully establish links to professional practice. Candidate identifies and discusses specific ways in which leaders can foster collaboration, trust, and a personalized learning environment with high expectations for students</p>	<p>Candidate provides a thorough explanation of how candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning. Candidate uses a minimum of three professional and/or academic resources to establish links to professional practice; however, these linkages are incomplete and/or vague and require more depth. Candidate identifies and discusses specific ways in which leaders can foster collaboration, trust, and a personalized learning environment with high expectations for students.</p>	<p>Candidate fails to provide a sufficient explanation of how candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning. Candidate uses outside resources but this research fails to establish links to professional practice. Candidate fails to identify and discuss specific ways in which leaders can foster collaboration, trust, and a personalized learning environment with high expectations for students.</p>
<p>Element B. Curriculum and Instruction: Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and</p>	<p>ELCC 2.2 Candidates understand/can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional</p>	<p>Candidate provides a detailed explanation of how school leaders create/evaluate a comprehensive, rigorous, and coherent curricular/</p>	<p>Candidate provides a clear explanation of how school leaders create/evaluate a comprehensive, rigorous, and coherent curricular/ instructional</p>	<p>Candidate fails to sufficiently explain how school leaders create/evaluate a comprehensive, rigorous, and coherent curricular/ instructional district program.</p>

national standards.	district program.	instructional district program. Related professional and/or academic literature provides specific linkages to professional practice.	district program but the explanation lacks nuance and specificity. Related professional and/or academic literature provides linkages to professional practice but more specificity is needed.	Related professional and/or academic literature fail to provides linkages to professional practice and more specificity is needed.
Element C. Assessment and Accountability: Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.	ELCC 2.4 Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.	Candidate explains how school leaders understand and promote effective and appropriate district technologies to support teaching and learning within district. Specific technologies are discussed as well as their implementation and application research to support their practices. Related professional and/or academic literature provides specific linkages to professional practice.	Candidate explains how school leaders understand and promote effective and appropriate district technologies to support teaching and learning within district. Specific technologies are discussed but there is insufficient detail around application and implementation. Related professional and/or academic literature provides specific linkages to professional practice.	Candidate fails to explain how school leaders understand and promote effective and appropriate district technologies to support teaching and learning within district. Specific technologies are not discussed and there are no strategies for implementation and application. Related professional and/or academic literature is not used and/or fails to provide specific linkages to professional practice.
<b><i>CT Core Leadership Standards</i></b>	<b><i>2011 ELCC Standards</i></b>	<b><i>Exceeds Expectations</i></b>  3	<b><i>Meets Expectations</i></b>  2	<b><i>Developing</i></b>  1

<p><b>PERFORMANCE EXPECTATION 3:</b> Organizational Systems and Safety.</p> <p>Education leaders ensure success and achievement of all students by managing organizational systems and resources for safe, high-performing learning environment.</p> <p>Element A. Welfare and Safety of Students, Faculty and Staff: Leaders ensure safe environment by addressing real/potential challenges to physical and emotional safety and security of students, faculty and staff.</p>	<p>ELCC 3.3 Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.</p>	<p>Candidate describes in specific ways how school leaders understand and promote at least 3 district-level policies and procedures that protect the welfare and safety of students and staff across the district. A minimum of three outside resources is used.</p>	<p>Candidate sufficiently describes how school leaders understand and promote at least 3 district-level policies and procedures that protect the welfare and safety of students and staff across the district. A minimum of three outside resources is used.</p>	<p>Candidate fails to describe how school leaders understand and promote at least 3 district-level policies and procedures that protect the welfare and safety of students and staff across the district. Outside resources are not sufficiently used.</p>
<p>Element B. Operational Systems: Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.</p>	<p>ELCC 3.4 Candidates understand and can develop district capacity for distributed leadership.</p>	<p>Candidate provides a detailed explanation of how school leaders can develop district capacity for distributed leadership. Candidate uses research to support their practices and specific leadership strategies are discussed.</p>	<p>Candidate provides a clear explanation of how school leaders can develop district capacity for distributed leadership, but the discussion lacks nuance and detail. Candidate uses research to support their practices but discussion of leadership strategies is vague and/or unfocused.</p>	<p>Candidate fails to provide a sufficient explanation of how school leaders can develop district capacity for distributed leadership. Candidate fails to use research to support their practices and specific leadership strategies are not discussed.</p>

<p>Element C. Fiscal and Human Resources: Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.</p>	<p>ELCC 3.2 Candidates understand and can efficiently use human, fiscal, and technological resources within the district.</p>	<p>Candidate provides a detailed explanation of how school leaders understand and can efficiently use human, fiscal, and technological resources within district. Candidates use research to support their practices and to identify specific leadership strategies.</p>	<p>Candidate provides a clear explanation of how school leaders understand and can appropriately use human, fiscal, and technological resources within district. Candidates use research to support their practices and to identify specific leadership strategies.</p>	<p>Candidate fails to sufficiently explain how school leaders use human, fiscal, and technological resources within district. Candidate does not use research to support their practices and to identify specific leadership strategies.</p>
<p>PERFORMANCE EXPECTATION 4: Families and Stakeholders</p> <p>Education leaders ensure success and achievement of all students by collaborating with families/other stakeholders to respond to diverse community interests and needs and to mobilize community resources.</p> <p>Element A. Collaboration with Families and Community Members: Leaders ensure the success of all students by collaborating with families and other stakeholders.</p>	<p>ELCC 4.1 Candidates understand/can collaborate with faculty and community members by collecting and analyzing information pertinent to improvement of the district’s educational environment.</p>	<p>Candidate provides a detailed explanation of how school leaders use research to support their practices. In this explanation, specific examples are used based on professional and/or academic resources. Candidate understands and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of district’s educational environment.</p>	<p>Candidate provides a clear explanation of how school leaders use research to support their practices. Specific examples are discussed but are lacking in context. All examples are drawn from professional and/or academic resources. Candidate understands and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of district’s educational</p>	<p>Candidates fails to provide a sufficient explanation of how school leaders use research to support their practices. Specific examples are lacking and/or are not based on professional and/or academic resources. Candidate fails to understand how to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of district’s educational environment.</p>

			environment.	
Element B. Community Interests and Needs: Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.	ELCC 4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.	Candidate understands how to respond to specific community interests/needs by building and sustaining positive district relationships with families and caregivers. Candidates effectively use professional and/or academic literature to establish linkages to professional practice.	Candidate understands in a general way how to respond to community interests/needs by building and sustaining positive district relationships with families and caregivers. Candidate appropriately uses professional and/or academic literature to establish linkages to professional practice.	Candidate fails to demonstrate a sufficient understanding of how school leaders respond to community interests/needs. Candidate fails to use professional and/or academic literature to establish linkages to professional practice.
<b><i>CT Core Leadership Standards</i></b>	<b><i>2011 ELCC Standards</i></b>	<b><i>Exceeds Expectations</i></b>  <b>3</b>	<b><i>Meets Expectations</i></b>  <b>2</b>	<b><i>Developing</i></b>  <b>1</b>
Element C. Community Resources: Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.	ELCC 4.2 Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district.	Candidate provides a detailed explanation for how school leaders can mobilize community resources by promoting understanding, appreciation, and use of community's diverse cultural, social, and intellectual resources throughout	Candidate provides a clear explanation for how school leaders can mobilize community resources by promoting understanding, appreciation, and use of community's diverse cultural, social, and intellectual resources throughout district; however,	Candidate fails to provide a sufficient explanation for how school leaders can mobilize community resources by promoting understanding, appreciation, and use of community's diverse cultural, social, and intellectual resources throughout

		district. Candidate uses research to identify appropriate and effective leadership strategies.	this explanation lacks specificity. Candidate uses research to identify appropriate and effective leadership strategies.	district. Candidate fails to use research to identify appropriate and effective leadership strategies.
<p>PERFORMANCE EXPECTATION 5: Ethics and Integrity</p> <p>Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity. Element A. Ethical and Legal Standards of the Profession: Leaders demonstrate ethical and legal behavior.</p>	<p>ELCC 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.</p>	<p>Candidate provides a detailed explanation of how school leaders understand and can evaluate the potential moral and legal consequences of decision making in the district. Candidate uses research to identify specific leadership strategies.</p>	<p>Candidate provides a clear explanation of how school leaders understand and can evaluate the potential moral and legal consequences of decision making in the district. Candidate uses research to identify specific leadership strategies.</p>	<p>Candidate fails to provide a sufficient explanation of how school leaders understand and can evaluate the potential moral and legal consequences of decision making in the district. Candidate fails to use research to identify specific leadership strategies.</p>
<p>Element B. Personal Values and Beliefs: Leaders demonstrate a commitment to values, beliefs, and practices aligned with the vision, mission and goals for student learning.</p>	<p>ELCC 5.1 Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student's academic and social success.</p>	<p>Candidate provides a detailed explanation of how school leaders can act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. Candidate effectively uses research to identify leadership strategies and to identify specific paths to</p>	<p>Candidate provides a clear explanation of how school leaders can act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. Candidate appropriately uses research to identify leadership strategies and to identify specific paths to successful</p>	<p>Candidate fails to provide a sufficient explanation of how school leaders candidates can act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. Candidate fails to use research to identify leadership strategies and to identify specific paths to</p>

		successful implementation.	implementation.	successful implementation.
Element C. High Standards for Self and Others: Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.	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 district.	Candidate provides a detailed explanation of how school leaders can act with integrity and fairness to ensure district system of accountability for every student's academic and social success. Specific action steps are identified in the literature and the candidate discusses strategies for implementation.	Candidate provides a clear explanation of how school leaders can act with integrity and fairness to ensure district system of accountability for every student's academic and social success. Action steps are identified in the literature but may lack specificity; the candidate discusses strategies for implementation.	Candidate fails to provide a sufficient explanation of how school leaders can act with integrity and fairness to ensure district system of accountability for every student's academic and social success. Specific action steps are not identified in the literature and the candidate fails to discuss strategies for implementation.
<b>CT Core Leadership Standards</b>	<b>2011 ELCC Standards</b>	<b>Exceeds Expectations</b> <b>3</b>	<b>Meets Expectations</b> <b>2</b>	<b>Developing</b> <b>1</b>
PERFORMANCE EXPECTATION 6: The Education System.  Education leaders ensure success/ achievement of all students; advocate for students, faculty & staff needs by influencing social, cultural, economic, legal, & political contexts affecting education.  Element A. Professional Influence: Leaders improve the broader social, cultural	ELCC 6.1 Candidates understand and can advocate for district students, families, and caregivers.	Candidate provides a detailed explanation of how school leaders can advocate for district students, families, and caregivers. Candidates effectively use research to support their practices and to identify specific leadership strategies and steps towards effective implementation.	Candidate provides a clear explanation of how school leaders can advocate for district students, families, and caregivers. Candidates use research to support their practices and to identify specific leadership strategies and steps towards effective implementation.	Candidate fails to provide a sufficient explanation of how school leaders can advocate for district students, families, and caregivers. Candidates do not use research to support their practices and fail to identify specific leadership strategies and steps towards effective implementation.

economic, legal, and political, contexts of education for all students and families.				
Element C. Policy Engagement: Leaders engage policymakers to inform and improve education policy.	ELCC 6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.	Candidate provides a detailed explanation of how school leaders understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment. Candidate effectively uses research to support their practices and to identify specific leadership strategies and steps towards effective implementation.	Candidate provides a clear explanation of how school leaders understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment. Candidate uses research to support their practices and to identify specific leadership strategies and steps towards effective implementation.	Candidate fails to provide a sufficient explanation of how school leaders understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment. Candidate does not use research to support their practices and fail to identify specific leadership strategies and steps towards effective implementation.

**Table 1: Fall 2015 and Spring 2016 Data (n = 15)**

<b>Primary Assessment Task ELCC Standard</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Developing</b>	<b>Mean</b>
	<b>3</b>	<b>2</b>	<b>1</b>	
<b>PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals.</b>  Education leaders ensure the success and achievement of all students by guiding the development and				

implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance				
<b>ELCC 1.1</b> Element A. High Expectations for All: Leaders ensure that the creation of the vision, mission and goals establish high expectations for all students and staff.	4 (27%)	11 (73%)	0 (0%)	<b>2.26</b>
<b>ELCC 1.2</b> Element B. Shared Commitments to Implement the Vision, Mission, and Goals: Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.	3 (20%)	12 (80%)	0 (0%)	<b>2.20</b>
<b>ELCC 1.4</b> Element C. Continuous Improvement toward the Vision, Mission, and Goals: Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.	2 (13%)	13 (86%)	0 (0%)	<b>2.13</b>
<b>PERFORMANCE EXPECTATION 2: Teaching and Learning</b> Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.				
<b>ELCC 2.1</b> Element A. Strong Professional Culture: Leaders develop a	3 (20%)	9 (60%)	3 (20%)	<b>2.00</b>

strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.				
<b>ELCC 2.2</b> Element B. Curriculum and Instruction: Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.	4 (27%)	11 (73%)	0 (0%)	<b>2.20</b>
<b>ELCC 2.4</b> Element C. Assessment and Accountability: Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.	2 (13%)	12 (80%)	1 (7%)	<b>1.26</b>
<b>PERFORMANCE EXPECTATION 3: Organizational Systems and Safety.</b> Education leaders ensure success and achievement of all students by managing organizational systems and resources for safe, high-performing learning environment.				
<b>ELCC 3.3</b> Element A. Welfare and Safety of Students, Faculty and Staff: Leaders ensure safe environment by addressing real/potential challenges to physical and emotional safety and security of students, faculty and staff.	7 (47%)	8 (53%)	0 (0%)	<b>2.46</b>
<b>ELCC 3.4</b> Element B. Operational Systems: Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.	8 (53%)	7 (47%)	0 (0%)	<b>2.53</b>

<p><b>ELCC 3.2</b> Element C. Fiscal and Human Resources: Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.</p>	8 (53%)	7 (47%)	0 (0%)	<b>2.53</b>
<p><b>PERFORMANCE EXPECTATION 4: Families and Stakeholders</b> Education leaders ensure success and achievement of all students by collaborating with families/other stakeholders to respond to diverse community interests and needs and to mobilize community resources.</p>				
<p><b>ELCC 4.1</b> Element A. Collaboration with Families and Community Members: Leaders ensure the success of all students by collaborating with families and other stakeholders.</p>	5 (33%)	9 (60%)	1 (7%)	<b>2.26</b>
<p><b>ELCC 4.3</b> Element B. Community Interests and Needs: Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.</p>	5 (33%)	10 (67%)	0 (0%)	<b>2.33</b>
<p><b>ELCC 4.2</b> Element C. Community Resources: Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.</p>	5 (33%)	10 (67%)	0 (0%)	<b>2.33</b>
<p><b>PERFORMANCE EXPECTATION 5: Ethics and Integrity</b> Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.</p>				
<p><b>ELCC 5.4</b> Element A. Ethical and Legal Standards of the Profession: Leaders demonstrate ethical and legal behavior.</p>	4 (27%)	10 (66%)	1 (7%)	<b>2.20</b>

<b>ELCC 5.1</b> Element B. Personal Values and Beliefs: Leaders demonstrate a commitment to values, beliefs, and practices aligned with the vision, mission and goals for student learning.	2 (13%)	12 (80%)	1 (7%)	<b>2.06</b>
<b>PERFORMANCE EXPECTATION 6:</b>  <b>The Education System.</b>  Education leaders ensure success/ achievement of all students; advocate for students, faculty & staff needs by influencing social, cultural, economic, legal, & political contexts affecting education.				
<b>ELCC 6.1</b>  Element A. Professional Influence: Leaders improve the broader social, cultural economic, legal, and political, contexts of education for all students and families.	6 (40%)	8 (53%)	1 (7%)	<b>2.33</b>
<b>ELCC 6.2</b>  Element B. The Educational Policy Environment: Leaders uphold and contribute to policies and political support for excellence and equity in education.	6 (40%)	8 (53%)	1 (7%)	<b>2.33</b>
<b>ELCC 6.2</b>  Element C. Policy Engagement: Leaders engage policymakers to inform and improve education policy.	5 (33%)	10 (67%)	0 (0%)	<b>2.33</b>

**Assessment 2. Superintendent Certificate Program, District Vision Statement**

**A. Assessment Description:** The district vision statement is a synthesis of a superintendent candidate’s knowledge and beliefs about what should take place in the process of district leadership and the development of a district-wide vision.

**B. Alignment of Assessment with Learning Outcomes/Standards:** This assessment is aligned with the following Educational Leadership Constituent Council (ELCC) standards for district leadership:

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

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

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

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

ELCC 4.2 Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district.

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

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

As the rubric indicates, candidates are required to revise and resubmit any work that does not meet acceptable levels of performance. As such, all candidates scored in either the *Exceeds* or *Meets* categories (barring the *Writing* cell which does not align with any ELCC standards.) Relative to ELCC 1.1, 53% of candidates scored at the "Exceeds Expectations" level and 47% scored "Meets Expectations," indicating that candidates understand and can collaboratively develop a shared district vision for learning. All candidates (100%) scored at either the "Exceeds Expectations" or "Meets Expectations" regarding collaborating with faculty and community members in collecting and analyzing information needed to improve the educational environment (ELCC 4.1). Eighty percent of candidates scored "Meets Expectations" in reference to using community resources in promoting use of diverse cultural, social, and intellectual district resources (ELCC 4.2). The majority of the candidates met or exceeded expectations that they understand, can advocate, and sustain a culture that promotes student learning (ELCC 2.1). Data also indicate that candidates understand how to safeguard the values of democracy, equity, and diversity (ELCC 5.3).

**D. Interpretation of How Data Provide Evidence of Meeting Standards**

The program recognizes that this is a challenging assessment task that requires candidates to formulate an integrated approach to building a district-level vision. With the exception of two *Developing* scores in writing, all candidates met or exceeded all standards on this task. As such, data provide evidence of candidate competency in ELCC 1.1, 1.2, 4.1, 4.2, and 5.3).

**ASSESSMENT DESCRIPTION**

**Directions to Candidates:**

A key task for an effective superintendent of schools is the ability to develop, articulate, implement, and continually support a positive district-wide vision of teaching and learning that is based in best practice, responsive to the needs and goals of the community, supports all learners, and guides decision making and daily practice throughout the district. Such a vision statement "focuses on what one believes ought to happen in a process of formal education" (Sergiovanni & Starratt, 1998), articulating the outcomes and values that will guide every member of the district community in the work of educating the youth of a community. Your approach to developing a district vision is influenced by your own beliefs and experiences, knowledge base in education, and understanding of the scholarly literature related to the superintendency).

To prepare for district leadership, create a district-wide vision statement that articulates the values that will undergird your work as a superintendent in this area. Describe how a district leader can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district (ELCC 1.1).

In addition, discuss how district leaders collaborate with faculty and community members via collecting and analyzing information pertinent to the improvement of the district's educational environment (ELCC 4.1). Include a description of how a district leader can mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district (ELCC 4.2). Additionally, discuss how the district leader needs to communicate the vision to school board, staff, parents, students, and community using a variety of symbols, ceremonies, stories, and activities (ELCC 1.4). Include in the vision, how a district leader advocates, nurtures, and sustains a district 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 how the district leader safeguards the values of democracy, equity, and diversity within the district (ELCC 5.3).

Please review the rubric for further details about potential elements of the vision statement. You will share your response with colleagues in class.

### Scoring Rubric for Assessment 2. District Vision Statement

Criteria	Exceeds Expectations 3	Meets Expectations 2	Developing 1
ELCC 1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district	Candidate develops a clear and comprehensive strategy for developing, articulating, implementing, and stewarding a district vision that includes working collaboratively with the board of education to develop a vision that promotes the success of all students.	Candidate develops a clear strategy for developing, articulating, implementing, and stewarding a district vision that includes working collaboratively with the board of education to develop a vision that promotes the success of all students. Candidate identifies a	Candidate fails to develop a clear strategy for developing, articulating, implementing, and stewarding a district vision. Further, the candidate fails to appropriately discuss ways to work collaboratively with the board of education to

	Candidate identifies a minimum of four cogent, effective and timely steps for implementation that are informed by appropriate professional and/or academic literature.	minimum of four steps for implementation that are informed by appropriate professional and/or academic literature. However, steps need to be taken to ensure sufficient depth and breadth of scholarly exploration.	develop a vision that promotes the success of all students. Candidate identifies a minimum of four steps for implementation; however, these are not sufficiently linked to professional and/or academic literature.
ELCC 4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment.	Candidate effectively analyzes and uses relevant information sources including (but not limited to) student assessment results, student and family demographic data, and community data to inform the vision statement. Candidate includes a detailed and thorough account of analysis procedures and application of data to the vision statement.	Candidate analyzes and uses relevant information sources including (but not limited to) student assessment results, student and family demographic data, and community data to inform the vision statement. Candidate includes an accurate account of analysis procedures and application of data to the vision statement	Candidate fails to sufficiently analyze and use data to inform the vision statement. This includes inappropriate data sources and/or insufficient analysis. Candidate fails to provide a detailed and thorough account of analysis procedures and application of data to the vision statement.
ELCC 4.2 Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district.	Candidate constructs a vision that accurately and effectively takes into account the diversity (cultural, social, and intellectual resources) of learners, families, and communities in the district. This includes a pronounced focus on social justice principles and concerns for equity throughout the district.	Candidate constructs a vision that takes into account the diversity (cultural, social, and intellectual resources) of learners, families, and communities in the district. There is only a general focus on social justice principles and concerns for equity are loosely stated.	Candidate constructs a vision that fails to sufficiently consider the diversity (cultural, social, and intellectual resources) of learners, families, and communities in the district. There is only a minimal focus on social justice principles and an insufficient focus on equity concerns.

<p>ELCC 2.1 Candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students</p>	<p>Candidate constructs a vision that specifically and effectively outlines strategies for developing a sustainable approach to improving and maintaining a positive district culture. This vision has a clear and cogent focus on individual student learning that takes place in an environment that has high expectations for all students. Vision includes a minimum of four specific strategies for how district and school leaders, teachers and parents can articulate high academic expectations.</p>	<p>Candidate constructs a vision that outlines in general ways how to implement strategies for developing a sustainable approach to improving and maintaining a positive district culture. This vision is clear but needs to further refine a focus on individual student learning that takes place in an environment that has high expectations for all students. Vision includes a minimum of four specific strategies for how district and school leaders, teachers and parents can articulate high academic expectations.</p>	<p>Candidate fails to construct a vision to identify effective strategies for developing a sustainable approach to improving and maintaining a positive district culture. The vision lacks clarity and is vague and/or general. Vision includes a minimum of four specific strategies for how district and school leaders, teachers and parents can articulate high academic expectations.</p>
<p>ELCC 5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the district</p>	<p>Candidate clearly and effectively weaves into the vision statement how district leaders can safeguard the values of democracy, equity, and diversity within the district. Each concept is clear and evident within the vision statement; references support the importance of the concepts.</p>	<p>Candidate clearly weaves into the vision statement how district leaders can safeguard the values of democracy, equity, and diversity within the district. Each concept is evident within the vision statement, but further clarity is needed; references support the importance of the concepts.</p>	<p>Candidate fails to weave into the vision statement how district leaders can safeguard the values of democracy, equity, and diversity within the district. Concepts may or may not be evident within the vision statement; references only loosely support the importance of the concepts.</p>
<p>Writing</p>	<p>The writing is strong, clear, and synthesizes the components in a highly coherent fashion. Error-free.</p>	<p>The writing is clear, largely error-free, and attempts to weave the components together in a coherent fashion.</p>	<p>The writing includes grammatical and/or spelling errors, and/or lacks clarity or coherence in synthesizing the components. <u>Revision and resubmission is required.</u></p>

**Table 1: Fall 2015 and Spring 2016 Data (n = 15)**

Primary Assessment Task ELCC Standard	Exceeds Expectations	Meets Expectations	Developing 1	Mean
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	3	2		
ELCC 1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district	8/15 = 53%	7/15 = 47%	0/0 = 0%	2.5
ELCC 4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment.	5/15 = 33%	10/15 = 67%	0/0 = 0%	2.3
ELCC 4.2 Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district.	3/15 = 20%	12/15 = 80%	0/0 = 0%	2.2
ELCC 2.1 Candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students	2/15 = 13%	13/15 = 87%	0/0 = 0%	2.1
ELCC 5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the district	10/15 = 67%	5/15 = 33%	0/0 = 0%	2.7
Writing	2/15 = 13%	11/15 = 73%	2/15 = 13%	2.0
<b>TOTAL MEAN</b>				<b>2.3</b>

### **Assessment 3. Superintendent Certificate Program District Improvement Plan: Focus on Student Achievement**

**A. Assessment Description:** This assessment requires candidates to design a systemic planning process, integrating key organizational structures to bring about real change at the instructional and student learning levels. Candidates outline key strategic planning processes, operational procedures, and policy structures that could be used in any district to promote increases in student achievement.

**B. Alignment of Assessment with Learning Outcomes/Standards:** This assessment is aligned with the following Educational Leadership Constituent Council (ELCC) standards for district leadership:

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

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

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

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

ELCC 2.3 Candidates understand and can develop and supervise the instructional and leadership capacity across the district.

ELCC 3.2 Candidates understand and can efficiently use human, fiscal, and technological resources within the district.

ELCC 3.5 Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.

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 district.

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

ELCC 6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.

#### **C. Analysis of Data Findings (see Table 1 at the conclusion of this section)**

As the rubric indicates, candidates are required to revise and resubmit any work that does not meet acceptable levels of performance. That said, at this point in time some candidates stand in need of improvement, specifically in ELCC 1.2; 1.4; 2.3; 5.2; and 5.4. Scores were weighted most towards *Meets Expectations*, followed by *Exceeds Expectations* and *Developing*. In regards to understanding and collaboratively develop, articulate, and implement a shared vision, 100% of candidates scored “Meets Expectations” or “Exceeds Expectations” (ELCC 1.1). One candidate scored at the “Developing” level relative to using data to assess district goals and effectiveness (ELCC 1.2); 93% of the candidates scores at the Meet or Exceeds level. Eighty-seven percent of candidates met the program’s requirement for evaluating and revising district plans (ELCC 1.4). Two candidates scored at the “Developing” level. All candidates scored at the “Meet” to “Exceeds” expectations relative to anticipating trends and identify initiatives (ELCC 6.3), using data to plan strategically (ELCC 1.2), creating and evaluation a rigorous curriculum (ELCC 2.2), and utilizing technological resources within a district (ELCC 3.2). Of particular importance, 100% of candidates met or exceeded expectations relative to ensuring quality instruction and impacting student learning (ELCC 3.5). Eighty-seven percent of candidates scored at the “Exceeds” or “Meets Expectations” in regards to building leadership capacity (ELCC 2.3) and evaluating moral and legal consequences of decision making (ELCC 5.4.)

#### **D. Interpretation of How Data Provide Evidence of Meeting Standards:**

Preparing a district improvement plan focused on improving student learning and school culture is a complex task and is at the heart of an effective superintendent's work. Candidates must make judgments about what is important, what is relevant, and how they can make things happen in a real setting with the policies, procedures, and people that are there. While the overwhelming majority were able to do the district level planning required to create a "through line" that focuses district policy, procedures, and resources on student achievement, some candidates will need support to focus more clearly on leadership decisions that directly will improve student learning. The program will continue to monitor the data and make changes based on trends.

#### **Description of Assessment 3: District Improvement Plan**

##### **Directions to Candidates:**

Improving learning for all students is at the heart of what superintendents should be doing—but the process of changing practice at the instructional and student learning levels is challenging. Superintendents cannot directly impact instruction—they cause change by developing strategic planning processes, operational procedures, and policy structures that promote effective instruction for all students across schools and grade levels.

In this assessment task you will develop a district level plan for improvement that addresses at least one goal for student learning in either literacy or math and one goal for improving school culture. You will develop this district improvement plan based on current policies and data in your own district. This will require you to examine the mission and vision for the district, identify and align relevant policies, define an appropriate, data-driven strategic planning process, articulate long range plans for school improvement and for professional development, design effective communication structures to ensure data flow, and develop a plan to continually assess progress and process.

Please organize your work using the six steps defined below. The rubric details the standards for district leadership that should be addressed across the plan. We have noted below (and in the rubric) the steps in which standards might be primarily addressed; however, in scoring the project, we will examine the entire plan for evidence that standards have been met.

##### **Step One: Vision Process**

Collaboratively examine the district's current Vision and Mission and analyze the expectations for student learning with district and school leaders; ascertain how the district leaders articulate, implement, and steward a shared vision (ELCC 1.1). Collaboratively examine the district's school improvement plan analyze and report on how goals are identified, organizational effectiveness is evaluated, and steps to achieving the district improvement plan (ELCC 1.2).

Articulate how the specific work of teachers and administrators will bring those ideals to life in the district. Evaluate district progress of the district plans and make suggestions at to how to revise the district plans; ensure to link the evaluation and suggestions to various district stakeholders (ELCC 1.4).

##### **Step Two: Policy Environment**

Examine and evaluate 3 existing district policies; evaluate how the policies are focused on student learning and how stakeholders are aware of the policies. Look at all levels of the organization to identify ways to create a "through line" of policy that focuses the district on student achievement. Identify the policies that will need to be added, revised, or eliminated

to better focus on the improvement of student achievement (ELCC 1.4).

Demonstrate an understanding of stakeholders and ability to anticipate and assess emerging trends and revise initiatives as they relate to the Board of Education, the Central Office personnel, the building level administrators, the faculties at each level, the students, and the parents (ELCC 6.3)

**Step Three: Strategic Planning**

Collect data or use data available to establish at least one goal for improved student learning in either literacy or math and one goal for improving school culture. Outline the procedures and forms that should be part of a successful strategic planning process to achieve these goals (ELCC 1.2).

**Step Four: Assessment Planning**

Develop a flow chart that communicates student assessment data reports from the classroom to the building and district levels. Explain how the data inform a district wide comprehensive, rigorous, and coherent curricular and instructional program (ELCC 2.2) Explain how the data will inform school improvement planning, classroom instruction, professional development programs, and build leadership capacity across the district (ELCC 2.3).

**Step Five: Integrate key capacity building structures**

Explain how teacher evaluation, SMART goals, Professional Development and Professional Learning Communities will work together to provide information that can be used to improve student learning and/or ensure that district personnel are focused on high quality instruction and student learning (ELCC 3.5) Describe how district leaders should model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles in the first part of step 5 (ELCC 5.2).

**Step Six: Evaluation of the plan**

A clear, detailed plan for ongoing assessment of the improvement plan is provided. Explain the potential moral and legal considerations and consequences of making decisions about the district improvement plan as it relates to state requirements (i.e., student academic performance) (ELCC 5.4). The plan includes specific timelines and delineates specific responsibility for gathering critical information, monitoring, and adjusting the plan. It is clear when and how decisions about changes to the plan will be made. Describe how the plan will be evaluated and who should be part of the process. Consider human, fiscal, and technological resources within the district (ELCC 3.2) How will changes to the plan be made and by whom?

**Scoring Rubric for Assessment 3: District Improvement Plan**

<b>Category</b>	<b>Exceeds Expectations 3</b>	<b>Meets Expectations 2</b>	<b>Developing 1</b>
Vision Process <u>ELCC 1.1</u> Candidates understand and can collaboratively develop,	Candidate bases the development of the vision on relevant knowledge and theories of school-level leadership applied in the district context. Candidate describes a	Candidate bases the development of the vision on relevant knowledge and theories of school-level leadership applied in the district context. Candidate describes a clear and well articulated	Candidate fails to identify relevant knowledge and theories of school-level leadership applied in the district context and/or fails to describe a clear and well articulated approach to the

<p>articulate, implement, and steward a shared district vision of learning for a school district.</p>	<p>comprehensive and well articulated approach to the process of developing a district vision which includes needed work with district and school leaders; ascertains how the district leaders articulate, implement, and steward a shared vision that supports the success of all students. Uses at least 2 data-based research strategies to create a vision.</p>	<p>approach to the process of developing a district vision which includes needed work with district and school leaders; ascertains how the district leaders articulate, implement, and steward a shared vision that supports the success of all students.</p>	<p>process of developing a district vision.</p>
<p>Goals, Organizational effectiveness <u>ELCC 1.2</u> Candidates understand and can collect data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.</p>	<p>Candidate provides a detailed analysis, synthesis and explanation of how district leaders collaboratively examine the district's school improvement plan. Candidate thoroughly analyzes and reports on how goals are identified, organizational effectiveness is evaluated, and identifies specific steps to achieving the district improvement plan.</p>	<p>Candidate provides a detailed analysis of how district leaders collaboratively examine the district's school improvement plan. Candidate sufficiently analyzes and reports on how goals are identified, organizational effectiveness is evaluated, and identifies steps to achieving the district improvement plan. Some specificity is lacking in terms of action steps.</p>	<p>Candidate fails to provide a detailed analysis of how district leaders collaboratively examine the district's school improvement plan and/or candidate fails to sufficiently analyze and report on how goals are identified and organizational effectiveness is evaluated.</p>
<p>Evaluation of Plan <u>ELCC 1.4</u> Candidate understands and can evaluate district progress and revise district plans supported by district stakeholders.</p>	<p>Candidate provides an in-depth evaluation of progress on the district plans and makes specific suggestions as to how to revise the district plans; candidate identifies specific ways to communicate these suggestions to relevant stakeholders. Candidate effectively draws on relevant information sources such as student assessment results, student and family</p>	<p>Candidate provides a clear evaluation of progress on the district plans and makes clear suggestions as to how to revise the district plans; candidate identifies clear ways to communicate these suggestions to relevant stakeholders. Candidate draws on relevant information sources such as student assessment results, student and family demographic data, and</p>	<p>Candidate fails to provide a clear evaluation of progress on the district plans and does not offer makes clear suggestions as to how to revise the district plans; candidate fails to identify clear ways to communicate these suggestions to relevant stakeholders. Candidate only minimally draws on relevant information sources such as student assessment results, student and family demographic data, and</p>

	demographic data, and analysis of community needs.	analysis of community needs.	analysis of community needs.
<p>Policy Environment</p> <p><u>ELCC 1.4</u> Candidate understands and can evaluate district progress and revise district plans supported by district stakeholders.</p>	<p>Candidate thoroughly examines and evaluates 3 existing district policies; candidate evaluates how the policies are focused on student learning and how stakeholders are aware of the policies. Candidate looks at all levels of the organization to identify ways to create a “through line” of policy that focuses the district on student achievement. Candidate demonstrates the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision.</p>	<p>Candidate examines and evaluates 3 existing district policies; evaluates how the policies are focused on student learning and how stakeholders are aware of the policies. Candidate looks at all levels of the organization to identify ways to create a “through line” of policy that focuses the district on student achievement.</p>	<p>Candidate provides an insufficient examination and/or evaluation of 3 existing district policies. Candidate fails to evaluate how the policies are focused on student learning and how stakeholders are aware of the policies. Candidate’s analysis of the organization is insufficient.</p>
<p>Anticipates trends and identifies initiatives.</p> <p><u>ELCC 6.3</u> Candidates understand and can advocate for district students, families, and caregivers.</p>	<p>Candidate provides a detailed explanation of how to effectively engage stakeholders and to anticipate and assess emerging trends and revise initiatives as they relate to the Board of Education, Central Office personnel, building level administrators, faculties at each level, the students, and parents. Candidate demonstrates the ability to use appropriate research methods, theories, and concepts to improve district operations and effectively link these resources to professional practice.</p>	<p>Candidate provides a clear explanation of how to engage stakeholders and to anticipate and assess emerging trends and revise initiatives as they relate to the Board of Education, Central Office personnel, building level administrators, faculties at each level, the students, and parents. Candidate demonstrates the ability to use appropriate research methods, theories, and concepts to improve district operations and link these resources to professional practice.</p>	<p>Candidate fails to sufficiently explain how to engage stakeholders and to anticipate and assess emerging trends and initiatives. Candidate demonstrates a minimal or insufficient ability to use appropriate research methods, theories, and concepts to improve district operations and link these resources to professional practice.</p>
<p>Data and Strategic Plan</p> <p><u>ELCC 1.2</u></p>	<p>Candidate uses available data to establish at least one goal for improved student learning in either literacy or math</p>	<p>Candidate uses available data to establish at least one goal for improved student learning in either literacy or math and one</p>	<p>Candidate fails to sufficiently use available data to establish at least one goal for improved student learning in either literacy or</p>

<p>Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.</p>	<p>and one goal for improving school culture. Candidate clearly and specifically outlines the procedures and forms that should be part of a successful strategic planning process to achieve these goals. Candidate designs research-based processes to effectively implement a district vision throughout an entire school district and community.</p>	<p>goal for improving school culture. Candidate clearly outlines the procedures and forms that should be part of a successful strategic planning process to achieve these goals.</p>	<p>math and one goal for improving school culture; candidate fails to clearly outline the procedures and forms that should be part of a successful strategic planning process to achieve these goals.</p>
<p>Rigorous Curriculum  <u>ELCC 2.2</u> Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.</p>	<p>Candidate develops a flow chart that clearly and effectively communicates student assessment data reports from the classroom to the building and district levels. Candidate fully explains how the data inform a district wide comprehensive, rigorous, and coherent curricular and instructional program. Candidate uses qualitative and quantitative data, appropriate research methods, technology, and information systems to develop comprehensive, rigorous, and coherent curricular and instructional program.</p>	<p>Candidate develops a flow chart that communicates student assessment data reports from the classroom to the building and district levels. Candidate explains how the data inform a district wide comprehensive, rigorous, and coherent curricular and instructional program.</p>	<p>Candidate fail to develop a flow chart that communicates student assessment data reports from the classroom to the building and district levels and/or candidate fails to explain how the data inform a district wide comprehensive, rigorous, and coherent curricular and instructional program.</p>
<p>Build leadership capacity across the district  <u>ELCC 2.3</u> Candidates understand and can develop</p>	<p>Candidate provides a detailed and specific explanation of how data will inform school improvement planning, classroom instruction, professional development programs, and build leadership capacity across the</p>	<p>Candidate provides a detailed and specific explanation of how data will inform school improvement planning, classroom instruction, professional development programs, and build leadership capacity across the district.</p>	<p>Candidate fails to provide a sufficient explanation of how data will inform school improvement planning, classroom instruction, professional development programs, and build leadership capacity across the district.</p>

and supervise the instructional and leadership capacity across the district.	district. Candidate includes research based data and other resources to support explanation and suggestions.		
<p>Improve instruction and student learning</p> <p><u>ELCC 3.5</u> Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.</p>	<p>Candidate clearly and thoroughly explains interconnection of key capacity building structures to improve student learning. Candidate provides a detailed explanation of how teacher evaluation, SMART goals, Professional Development and Professional Learning Communities can be used to improve student learning and/or ensure that district personnel are focused on high quality instruction and student learning. Candidate demonstrates knowledge of adult learning strategies and the ability to apply technology/ research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques to promote new knowledge /skills in workplace.</p>	<p>Candidate clearly and thoroughly explains interconnection of key capacity building structures to improve student learning. Candidate provides a detailed explanation of how teacher evaluation, SMART goals, Professional Development and Professional Learning Communities can be used to improve student learning and/or ensure that district personnel are focused on high quality instruction and student learning.</p>	<p>Candidate fails to sufficiently explain interconnection of key capacity building structures to improve student learning and/or fails to provide a sufficient explanation of how teacher evaluation, SMART goals, Professional Development and Professional Learning Communities can be used to improve student learning and/or ensure that district personnel are focused on high quality instruction and student learning.</p>
<p>Reflection, transparency, ethical behavior</p> <p><u>ELCC 5.2</u> Candidates understand and can model principles of</p>	<p>Candidate provides a detailed explanation of how district leaders should model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles in the first part of step 5. Candidate</p>	<p>Candidate provides a detailed explanation of how district leaders should model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles in the first part of step 5.</p>	<p>Candidate fails to provide a sufficient explanation of how district leaders should model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles in the first part of step 5.</p>

self-awareness, reflective practice, transparency, and ethical behaviour as related to their roles within the district.	includes a clear description of how to use strategies, (e.g., observations and collaborative reflections) to help form comprehensive professional growth plans with district/ school personnel.		
Evaluation of the plan  <u>ELCC 3.2</u> Candidates understand and can efficiently use human, fiscal and technological resources within the district.	Candidate provides a clear, detailed plan for ongoing assessment of improvement plan that includes specific timelines and delineates specific responsibility for gathering critical information, monitoring, and adjusting plan. It is clear when and how decisions about changes to plan will be made. Candidate describes district personnel ability to manage time effectively and deploy financial and human resources in a way that promotes student achievement.	Candidate provides a clear, detailed plan for ongoing assessment of improvement plan that includes specific timelines and delineates specific responsibility for gathering critical information, monitoring, and adjusting plan. It is clear when and how decisions about changes to plan will be made.	Candidate fails to provide a sufficient plan for ongoing assessment of improvement plan that includes specific timelines and delineates specific responsibility for gathering critical information, monitoring, and adjusting plan.
Legal and moral principles  <u>ELCC 5.4</u> Candidates understand and can evaluate the potential moral and legal consequences of decision making in a district.	Candidate provides a detailed, clear plan for ongoing assessment of the improvement plan is provided. Candidate provides a detailed explanation of the potential moral and at least 2 legal considerations and consequences of making decisions about the district improvement plan as it relates to state requirements (i.e., student academic performance) that promote educational equity.	Candidate provides a detailed, clear plan for ongoing assessment of the improvement plan is provided. Candidate provides a detailed explanation of the potential moral and at least 1 legal consideration and consequences of making decisions about the district improvement plan as it relates to state requirements (i.e., student academic performance) that promote educational equity.	Candidate fails to provide a sufficient plan for ongoing assessment of the improvement plan is provided and/or fails to provide a detailed explanation of potential moral and legal considerations.
Writing	The writing is strong, clear, and synthesizes	The writing is clear, largely error-free, and	The writing includes grammatical and/or spelling

	the components in a highly coherent fashion. Error-free.	attempts to weave the components together in a coherent fashion.	errors, and/or lacks clarity or coherence in synthesizing the components. <u>Revision and resubmission is required.</u>
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**Table 1: Fall 2015 and Spring 2016 Data (n=15)**

Category	Exceeds Expectations 3	Meets Expectations 2	Developing 1	Mean
Vision Process  <u>ELCC 1.1</u> Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.	7/15 = 47%	8/15 = 53%	0/0 = 0%	2.5
Goals, Organizational effectiveness  <u>ELCC 1.2</u> Candidates understand and can collect data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.	2/15 = 13%	12/15 = 80%	1/15 = 7%	2.0
Evaluation of Plan  <u>ELCC 1.4</u> Candidate understands and can evaluate district progress and revise district plans supported by district stakeholders.	3/15 = 20%	10/15 = 67%	2/15 = 13%	2.0
Policy Environment	4/15 = 27%	8/15 = 53%	3/15 = 20%	2.0

<u>ELCC 1.4</u> Candidate understands and can evaluate district progress and revise district plans supported by district stakeholders.				
Anticipates trends and identifies initiatives.  <u>ELCC 6.3</u> Candidates understand and can advocate for district students, families, and caregivers.	5/15 = 33%	10/15 = 67%	0/0 = 0%	2.3
Data and Strategic Plan  <u>ELCC 1.2</u> Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.	7/15 = 47%	8/15 = 53%	0/0 = 0%	2.5
Rigorous Curriculum  <u>ELCC 2.2</u> Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.	3/15 = 20%	12/15 = 80%	0/0 = 0%	2.2
Build leadership capacity across the district  <u>ELCC 2.3</u>	3/15 = 20%	10/15 = 67%	2/15 = 13%	2.0

Candidates understand and can develop and supervise the instructional and leadership capacity across the district.				
Improve instruction and student learning  <u>ELCC 3.5</u> Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.	2/15 = 13%	14/15 = 93%	0/0 = 0%	2.2
Reflection, transparency, ethical behavior  <u>ELCC 5.2</u> Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behaviour as related to their roles within the district.	4/15 = 27%	10/15 = 67%	1/15 = 7%	2.2
Evaluation of the plan  <u>ELCC 3.2</u> Candidates understand and can efficiently use human, fiscal and technological resources within the district.	2/15 = 13%	13/15 = 87%	0/0 = 0%	2.1
Legal and moral principles  <u>ELCC 5.4</u> Candidates understand and can	2/15 = 13%	11/15 = 73%	2/15 = 13%	1.9

evaluate the potential moral and legal consequences of decision making in a district.				
Writing	4/15 = 27%	11/15 = 73%	0/0 = 0%	2.3
<b>TOTAL MEAN</b>				<b>2.2</b>

## **Assessment 4. Superintendent Certificate Program**

### **Internship**

**A. Assessment Description.** The CCSU Internship is a requirement of Connecticut’s state-approved program for the preparation of candidates seeking the superintendent certificate. The Internship is a six-credit, 300-hour, year-long work experience designed to prepare interns for the superintendent position (ELCC 7.1, 7.2, 7.3). The assessments integrated into the internship include a self-assessment (based on CT, AASA superintendent, and ELCC competencies), an action plan in six performance areas, a reflective log of the activities (ELCC 5.2), an organizational assessment, an action research project, attendance at eight seminars, and the preparation of a Leadership Portfolio which includes a plan for future growth (ELCC 1.4). The intern develops, implements, and evaluates action plans in the following six areas:

- central office-board relations and community relations (ELCC 4.4: ELCC 5.5);
- financial management (ELCC 3.2; ELCC 3.5);
- facilities management (ELCC 3.2);
- administrator evaluation (ELCC 2.3; ELCC 2.1);
- contract negotiations (ELCC 3.3);
- program/district management (ELCC 2.2; ELCC 1.4); and
- evidence of reflective practice/log (ELCC 5.2).

These assessments require interns to apply strategic, organizational, and contextual leadership skills. Each intern’s work is guided by two mentors: a district-based mentor and a university supervisor.

**B. Alignment with Learning Outcomes/Standards.** This assessment is aligned with the following Educational Leadership Constituent Council (ELCC) standards for district leadership:

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

ELCC 2.1 Candidates understand and can advocate, nurture, and sustain a district 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 district program.

ELCC 2.3 Candidates understand and can develop and supervise the instructional and leadership capacity across the district.

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

ELCC 3.2 Candidates understand and can efficiently use human, fiscal, and technological resources within the district.

ELCC 3.3 Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.

ELCC 3.5 Candidates understand and can ensure that district time focuses on supporting high- quality school instruction and student learning.

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

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 district.

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

ELCC 7.1 Substantial Experience: The program provides significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership District-Level Program Standards through authentic, district-based leadership experiences.

ELCC 7.2 Sustained Experience: Candidates are provided a six-month concentrated (9–12 hours per week) internship that includes field experiences within a district environment.

ELCC 7.3 Qualified On-site Mentor: An on-site district mentor who has demonstrated successful experience as an educational leader at the district level and is selected collaboratively by the intern and program faculty with training by the supervising institution.

### **C. Analysis of Data Findings (see Table 1 at the conclusion of this section)**

Overall, candidates did well on this assessment with the vast majority of scores in the *Exceeds* and *Meets Expectations* ranges. Although candidates are required to revise and resubmit any work that does not meet acceptable levels of performance, few candidates are in need of improvement, specifically in ELCC 7.3; 4.4; 5.5; and 3.2.

Internships are carefully designed to meet the needs of each candidate. The program believes that the distribution of scores on the internship assessments verifies that candidates are placed in settings that challenge them. While the internship data indicate that all candidates met or exceeded standards, candidates exhibited the strongest performance in program/district management (ELCC 2.2) and administrator evaluation (ELCC 2.3) with several candidates performing at the *Exceeded Expectations* level.

### **D. Interpretation of How Data Provide Evidence of Meeting Standards:**

Because superintendent candidates have prior administrative experience and are committed to their career goals, their performance in the internship is quite strong. Data from this instrument are aligned with one particular ELCC indicator. As such, the program is able to ascertain performance at the indicator level. The data suggests that candidates are “meeting” or “exceeding” on items from this instruction that are aligned with ELCC standards.

## ASSIGNMENT DESCRIPTION/DIRECTIONS TO INTERNS

Interns develop, implement, and evaluate their action plans. The portfolio consists of the action plans and course assignments.

- **Breadth** (ELCC 7.1, 7.2): Interns integrate the action plan objectives and course objectives with personal insights and reflections generated from their implementation of their action plans. A comprehensive portfolio will contain entries that document the intern's ability to understand the wide range of activities and functions successful superintendents must handle. A log of all activities is integral to the portfolio. Consider the full scope of responsibilities superintendents are charged with as they conduct the business of the district as you document the work of your internship.
- **Depth** (ELCC 7.3): Interns will use the internship course objectives and the standards of practice for school superintendents to engage in a self-assessment that will identify personal and professional qualities that will be addressed through the activities of the internship. Reflection, insight, and self-analysis are more important than description of activities. Engage in discussion with your district mentor and your university supervisor. The essential questions here are: what have I learned about my skills as a future superintendent and what do I need to work on next? Genuine learning is revealed in your deep reflections on internship activities which are then related to the readings and personal experiences of others so you emerge with a stronger sense of identity as a district leader.
- **Action Plans:**  
*Program District* Interns integrate personal leadership with research findings in the field of educational leadership. Interns review and understand the different approaches and best practices for using data to make educational decisions (ELCC 2.2). They become familiar with current research on district change, and apply evaluation skills to an educational program. Interns conduct an organizational analysis of district functioning. Interns strengthen their ability to use systems thinking to lead a learning organization (ELCC 1.4).

*Financial management:* Interns 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. Interns demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability (ELCC 3.2). They apply skills in areas of program management such as budgeting, governance, community relations, contract negotiations, curriculum development, physical facilities, and municipal relations. Interns use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, with the goal of aligning resources with the district vision (ELCC 3.5).

*Central office-Board relations:* Interns facilitate and engage in activities that reflect an ability to work with the school board and the district community (ELCC 4.4). Interns understand the relationship between the central office and the Board of Education. Interns identify effective methods of work with local and state Boards of Education. They enhance the ability to establish and communicate a vision of excellence for an educational system that promotes human diversity and student

achievement. Interns identify community and social services that can be activated to enhance the educational opportunities for all students (ELCC 5.5); identifies at community or social services that can be activated or strengthened to enhance the educational opportunities for all students.

*Facilities management:* Interns apply skills in areas of program management such as budgeting and site/material procurement and utilization. Interns apply and assess current technologies for management, business procedures, and scheduling (ELCC 3.2).

*Administrator evaluation:* Interns demonstrate knowledge of adult learning strategies and the ability to apply technology and research to administrator evaluation and professional development (ELCC 2.3). They evaluate and refine conferencing skills, including trust building, active listening, goal-setting and monitoring and expand their directive and non-directive communication (ELCC 2.1).

*Contract negotiations:* Interns demonstrate the knowledge and the ability to work with all unions and manage the district's resources in a way to promote student achievement (ELCC 3.3).

- **Evidence of Reflection:** Interns submit thoughtful and insightful responses and relay advanced understanding of the far-reaching effects of leadership on the lives of learners and on the learning community. Interns demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. (ELCC 5.2). Interns elaborate on professional values that undergird their vision of educational leadership.
- **Future Growth:** Interns identify areas of strength, areas of improvement, and goals to prepare themselves for a district leadership role (ELCC 1.4). Interns understand and apply leadership effectiveness standards developed by the American Association of School Superintendents and the Connecticut State Department of Education. Interns understand that life-long learning is at the basis of continuous improvement.

## Internship Rubric

CATEGORY	Exceeds Expectations 3	Meets expectations 2	Developing 1
<p><b>Portfolio Breadth</b></p> <p><b><u>ELCC 7.1</u></b> Substantial experience: The program provides significant field experiences and clinical internship practice for candidates within a district environment.</p>	<p>Portfolio reveals a comprehensive perspective on district leadership. Authentic learning is evident in the responses to all action plan objectives course objectives in which the candidate's reflections are succinctly and specifically tied to personal experiences as a learner, an instructor, and an administrator, a member of a learning community and to scholarly literature.</p>	<p>Portfolio shows satisfactory perspectives on many aspects of district leadership. Authentic learning is revealed in the responses to most course objectives, which are tied to some personal experiences as a learner, instructor, administrator and a member of a learning community.</p>	<p>Portfolio shows a limited perspective on district leadership. There is shallow information, repetition from text or online sources without related personal experience. Responses to course objectives are narrow and descriptive. Author makes very limited connections to personal experiences as a learner, instructor, administrator or member of a learning community.</p>
<p><b><u>ELCC 7.2</u></b> Sustained experience: Candidates are provided a six month concentrated (9-12 hours per week) internship that includes field experiences within a district environment.</p>	<p>A log is integral to the internship. Log is complete (ELCC 7.2)</p>	<p>A log is integral to the internship. Log is complete (ELCC 7.2)</p>	<p>Internship log is incomplete (ELCC 7.2)</p>
<p><b>Portfolio Depth</b></p> <p><b><u>ELCC 7.3</u></b> Qualified on-site mentor. An on-site mentor is selected collaboratively by the intern and program faculty.</p>	<p>Portfolio demonstrates a deep understanding of intern's personal sense of self as a district leader. Intern engages in discussions with district mentor and university supervisor. Genuine learning is revealed in the responses to course objectives, which are richly interwoven with readings and personal experience.</p>	<p>Portfolio relays an accurate understanding of intern's personal sense of self as a district leader. Learning is revealed in the responses to course objectives, which incorporate some appropriate references to readings and experience.</p>	<p>Portfolio demonstrates a limited or inaccurate understanding of intern's personal sense of self as a district leader. Limited learning is revealed in the responses to course objectives, and references to personal experience or readings are limited or inappropriate.</p>

<p><b>Program/district management</b></p> <p><b><u>ELCC 1.4</u></b> Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.</p>	<p>Intern skillfully integrates relevant personal leadership experiences with research findings in the field of educational leadership. Intern demonstrates understanding and appropriate use of at least 4 different approaches to using data to ensure best practice in educational decision making.</p>	<p>Intern satisfactorily integrates personal leadership experiences with research findings in the field of educational leadership. Intern demonstrates understanding and appropriate use of at least 3 different approaches to using data to ensure best practice in educational decision making.</p>	<p>Intern integrates personal leadership experiences with limited or inappropriate research findings in the field of educational leadership. Intern demonstrates limited approaches or inappropriate use of different approaches to using data to ensure best practice in educational decision making.</p>
<p><b>Program/district management</b></p> <p><b><u>ELCC: 2.2</u></b> Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.</p>	<p>Intern integrates current research on district change and applies evaluation skills to an educational program. Intern demonstrates excellence in organizational analysis of district functioning. Intern documents use of systems thinking to lead a learning organization in at least 3 distinctly different situations.</p>	<p>Intern demonstrates familiarity with current research on district change and applies evaluation skills to an educational program. Intern conducts an adequate organizational analysis of district functioning. Intern documents use of systems thinking to lead a learning organization in at least 2 distinctly different situations.</p>	<p>Intern exhibits some familiarity with current research on district change, but does not satisfactorily apply evaluation skills to an educational program. Intern conducts an organizational analysis of district functioning that needs further development. Intern does not demonstrate the ability to use systems thinking to lead a learning organization in varied situations.</p>
<p><b>Central office-board relations</b></p> <p><b><u>ELCC 4.4</u></b> Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.</p>	<p>Intern successfully facilitates and engages in activities that reflect an ability to work with the school board and the district community. Intern identifies at least 4 community or social services that can be activated or strengthened to enhance the educational opportunities for all students.</p>	<p>Intern understands the relationship between the central office and the Board of Education and identifies 2 effective methods of working with local and state boards of education. Intern identifies at least 3 community or social services that can be activated or strengthened to enhance the educational opportunities for all students.</p>	<p>Intern provides very limited evidence of ability to facilitate and engage in work with the school board and the district community. Intern identifies fewer than 3 community or social services that can be activated or strengthened or fails to link these organizations to enhancing educational opportunities for all students.</p>

<p><b>Central office-board relations</b></p> <p><b><u>ELCC 5.5</u></b> Candidates understand and can promote social justice within the district.</p>	<p>Intern understands the relationship between the central office and the Board of Education and identifies 3 effective methods of working with local <u>and</u> state boards of education. Intern demonstrates advanced ability to establish and communicate to many diverse audiences a clear vision of excellence for an educational system that promotes human diversity and student achievement.</p>	<p>Intern demonstrates the ability to establish and communicate to at least two different audiences a vision of excellence for an educational system that promotes human diversity and student achievement.</p>	<p>Intern has limited understanding of the relationship between the central office and the Board of Education or fails to document effective methods of working with the local or state boards of education. Intern fails to document the ability to establish and communicate a vision of excellence for an educational system that promotes human diversity and student achievement.</p>
<p><b>Financial management</b></p> <p><b><u>ELCC 3.2</u></b> Candidates understand and can efficiently use human, fiscal, and technological resources within the district.</p>	<p>Intern documents skills in multiple areas of program management such as budgeting, scheduling, discipline, parent relations, employee issues, special education planning, and site/material procurement and utilization. Intern demonstrates the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability. Intern applies and assesses current technologies for management, business procedures, and scheduling. Intern applies skills in at least 5 areas of program management such as budgeting, governance, community relations, contract negotiations, curriculum development, physical facilities, and municipal relations.</p>	<p>Intern documents skills in several areas of program management such as budgeting, scheduling, discipline, parent relations, employee issues, special education planning, and site/material procurement and utilization. Intern demonstrates some ability to involve stakeholders in aligning resources and priorities. Intern applies skills in at least 3 areas of program management such as budgeting, governance, community relations, contract negotiations, curriculum development, physical facilities, and municipal relations.</p>	<p>Intern uses some appropriate and effective needs assessment, research-based data, and group process skills to build consensus, with the goal of aligning resources with the district vision.</p>

<p><b>Financial management</b></p> <p><b><u>ELCC 3.5</u></b> Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.</p>	<p>Interns use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, with the goal of aligning resources with the district vision. Action log includes multiple (&gt; 6) pieces of supporting evidence.</p>	<p>Intern uses appropriate and effective needs assessment, research-based data, and group process skills to build consensus, with the goal of aligning resources with the district vision . Action log includes at least 4 pieces of supporting evidence.</p>	<p>The skills demonstrated are limited or poorly documented. Additional experiences and/or skills must be documented.</p>
<p><b>Facilities Management</b></p> <p><b><u>ELCC 3.2</u></b> Candidates understand and can efficiently use human, fiscal, and technological resources in the district.</p>	<p>Intern demonstrates comprehensive knowledge and strong ability to apply skills and appropriate technologies in areas of program management that include but are not limited to budgeting, site/material procurement, and utilization. Action log includes at least 4 pieces of relevant evidence.</p>	<p>Intern demonstrates ability to apply skills and appropriate technologies in budgeting, site/material procurement, and utilization. Action log includes at least 3 pieces of relevant evidence.</p>	<p>Intern demonstrates limited ability to apply skills and/or appropriate technologies in budgeting, site/material procurement, or utilization. Additional experiences and/or skills must be documented.</p>
<p><b>Administrator evaluation</b></p> <p><b><u>ELCC 2.3</u></b> Candidates understand and can develop and supervise the instructional and leadership capacity across the district.</p>	<p>Intern demonstrates sophisticated use of adult learning strategies <u>and</u> the ability to apply technology and research to administrator evaluation and professional development. Specific strategies are identified as well as plans for implementation.</p>	<p>Intern demonstrates satisfactory use of adult learning strategies and the ability to apply technology and research to administrator evaluation and professional development. Specific strategies are identified as well as plans for implementation.</p>	<p>Intern demonstrates limited knowledge of adult learning strategies or limited application of technology and research to administrator evaluation and professional development.</p>
<p><b>Administrator evaluation</b></p> <p><b><u>ELCC 2.1</u></b> Candidates understand and can advocate, nurture, and sustain a district culture and instructional program</p>	<p>Candidate documents careful self-assessment and growth in observation and conferencing skills (including trust building, active listening, and directive and non-directive communication) by observing and conferring with principals <u>and</u> teachers. A minimum of</p>	<p>Candidate documents growth in observation and conferencing skills (including trust building, active listening, and directive and non-directive communication) by observing and conferring with principals. A minimum</p>	<p>Candidate evaluates but does not refine observation and conferencing skills (including trust building, active listening, and directive and non-directive communication). Documentation of the application of these skills in administrator or teacher evaluation is not provided.</p>

<p>conductive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.</p>	<p>three strategies for improvement are identified and discussed.</p>	<p>of three strategies for improvement are identified and discussed.</p>	
<p><b>Contract negotiations</b></p> <p><b><u>ELCC 3.3</u></b> Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.</p>	<p>Intern demonstrates both knowledge of relevant legal principles <u>and</u> the ability to work with <u>all</u> unions and deploy the district's fiscal and human resources in a way that promotes student achievement.</p>	<p>Intern demonstrates the ability to work with some unions and deploy the district's fiscal and human resources in a way that promotes student achievement.</p>	<p>Intern either does not document the ability to work with unions or such work appears unrelated to deploying the district's fiscal and human resources in a way that promotes student achievement.</p>
<p><b>Evidence of Reflective Practice</b></p> <p><b><u>ELCC 5.2</u></b> Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.</p>	<p>Intern submits thoughtful and insightful responses that show an advanced understanding of the far-reaching effects of leadership on the lives of learners on the learning community. Intern demonstrates a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions. Intern identifies 5 key professional values that undergird vision of educational leadership and provide consistent evidence of enactment of these values.</p>	<p>Intern submits satisfactory responses and show adequate understanding of the far-reaching effects of leadership on the lives of learners on the learning community. Intern demonstrates a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions. Intern identifies at least 3 professional values that undergird vision of educational leadership and provide evidence of increasingly consistent enactment of these values.</p>	<p>Intern submits responses that do not adequately convey an understanding of the far-reaching effects of leadership on the lives of learners on the learning community; a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions; or the intern fails to identify at least 3 professional values that undergird vision <u>and</u> provide convincing evidence of increasingly consistent enactment of these values.</p>
<p><b>Future Growth</b></p> <p><b><u>ELCC 1.4</u></b></p>	<p>Intern develops a plan for ongoing personal professional growth that</p>	<p>Intern develops a plan for ongoing personal professional growth that</p>	<p>Intern develops a plan for ongoing personal professional growth (1.4);</p>

Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.	reflects a commitment to lifelong learning and best practices. (1.4). The plan identifies at least 3 areas of strength, 3 areas for improvement, and a well thought out set of related goals to prepare for a district leadership role. The plan reflects a thoughtful analysis of leadership effectiveness standards developed by the ELCC, AASA, and CSDE.	reflects a commitment to lifelong learning and best practices. (1.4). The plan identifies at least 2 areas of strength, 2 areas for improvement, and includes some related goals to prepare for a district leadership role. The plan reflects an understanding of leadership effectiveness standards developed by the ELCC, AASA, and CSDE.	however, the plan may lack required elements, lack internal coherence or fail demonstrate an understanding of leadership effectiveness standards developed by the ELCC, AASA, and CSDE.
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**Table 1: Spring 2016 Data (n=15)**

<b>Primary Assessment Task/ELCC Standard</b>	<b>Exceeds Expectations 3</b>	<b>Meets Expectations 2</b>	<b>Developing 1</b>	<b>Mean</b>
Portfolio Breadth ELCC 7.1	4/15 = 27%	11/15 = 73%	0/0 = 0%	2.3
Portfolio Breadth ELCC 7.2	0/0 = 0%	15/15 = 100%	0/0 = 0%	2
Portfolio Depth ELCC 7.3	6/15 = 40%	9/15 = 60%	0/0 = 0%	2.4
Program/district management ELCC: 2.2	8/15 = 53%	7/15 = 47%	0/0 = 0%	2.5
Central office-board relations ELCC 4.4	3/15 = 20%	10/15 = 67%	2/15 = 13%	2.1
ELCC 5.5	4/15 = 27%	10/15 = 67%	1/15 = 7%	2.2
Financial management ELCC 3.2	5/15 = 33%	10/15 = 67%	0/0 = 0%	2.3
ELCC 3.5	3/15 = 20%	12/15 = 80%	0/0 = 0%	2.2
Facilities Management ELCC 3.2	4/15 = 27%	8/15 = 53%	3/15 = 20%	2.1
Administrator evaluation ELCC 2.3	8/15 = 53%	7/15 = 47%	0/0 = 0%	2.5
ELCC 2.1	7/15 = 47%	8/15 = 53%	0/0 = 0%	2.4
Contract negotiations ELCC 3.3	5/15 = 33%	10/15 = 67%	0/0 = 0%	2.3
Evidence of Reflective Practice ELCC 5.2	8/15 = 53%	7/15 = 47%	0/0 = 0%	2.5
Future Growth ELCC 1.4	8/15 = 53%	7/15 = 47%	0/0 = 0%	2.5
<b>TOTAL MEAN</b>				<b>2.3</b>

## Assessment 5. Superintendent Certificate Program

### District Data Analysis, Action Plan, & PD Plan Assessment

**A. Description of Assessment.** The purpose of this integrated, three-part assignment is to reinforce district-level data analysis skills; encourage critical thinking and reflection around the topic of student learning and district improvement planning; and connect teacher professional development to district improvement in ways that support student achievement. The assignment has three parts: choosing and analyzing the data (e.g., student performance scores on standardized or classroom assessments, physical fitness assessments, discipline data, attendance, etc.); the action plan and professional development plan; and the communication artifact.

**B. Alignment with Learning Outcomes/Standards.** This assessment is aligned with the following Educational Leadership Constituent Council (ELCC) standards for district leadership:

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

ELCC 2.3 Candidates understand and can develop and supervise the instructional and leadership capacity across the district.

ELCC 2.4 Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.

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

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

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

**C. Analysis of Data Findings (see Table 1 at the conclusion of this section)**

Overall, candidates did well with this assessment scoring primarily in the *Exceeds* and *Meets* categories. The only exceptions were in developing an area of investigation (ELCC 2.2) and on the assessment reflection (ELCC 5.3). Relative to 2.2, 73% scored a “Meets” or “Exceeds” in regards to creating and evaluating a curricular and instructional district program. Eight-six percent scored at these same levels for valuing democracy, equity, and diversity within the district (ELCC 5.3). While data are based on very small sample size (N = 15), communicating educational information to diverse audiences is an important aspect of the superintendency and we will continue to seek opportunities to strengthen candidates’ ability in these critical areas.

**D. Interpretation of Data for Meeting Standards.**

Effective superintendents must lead the district in using data to shape instructional programs that improve student achievement across the district. They must support those improvements with effective professional development programs. All these programs must be carefully planned, actively monitored, and effectively communicated to diverse stakeholders. This assessment requires candidates to work with real data and real communities to frame important issues in the data and design related programs. Placing this assessment in the world of practice helps to insure that candidates will be able to

effectively apply the skills and ideas gained through coursework. Based on the data from this assessment, candidates are meeting the following: ELCC 2.2, 2.3, 2.4, 3.4, 5.3, and 6.2.

## **ASSIGNMENT DESCRIPTION/DIRECTIONS TO CANDIDATES**

### **Part 1: Data Analysis**

Candidates identify an area of student achievement/learning; collect and analyze the quantitative and qualitative data; identify interventions and instructional methodologies for implementation; and provide an evaluation of the interventions and instructional methodologies to ensure there is a comprehensive, rigorous and coherent curricular program (ELCC 2.2).

Begin with the board of education goals and identify a content area for investigation and improvement. The focus of your analysis should be an area that you, your superintendent, or your district superintendent mentor wants to further analyze with the intention of intervention and improvement. Choose student performance data generated at the state, district, or building level. Collect data from various sources related to that area of analysis. For example, if you select student performance in a certain content area, also collect student information (gender, SES, ethnicity, etc.) and any correlating performance data (e.g., standardized and classroom data that might be relevant). Use CMTreports.com and CAPTreports.com to provide a historical context of student performance. Identify the particular learning strands in which students are demonstrating deficiencies. Keep the number of learning strands limited (3-5). Create a database and select appropriate analysis procedures to answer questions that you have about the data. Identify achievement gaps, root causes of problems, factors affecting the problem, etc. Submit the following: (a) printout of your database in both excel and chart view; (b) outputs of your analysis; (c) a brief discussion of what implications the findings have for interventions; and (d) your personal reflection about this learning experience (ELCC 2.4).

**Part 2: Action Plan** Based on the data analysis, candidate develops a relevant, connected action plan to improve the district's instructional program. The plan should be written as a narrative but may include bullets or tables to communicate the information clearly and efficiently. The plan should include what will be done, who will do it, what resources will be needed, and what the deadlines will be. Suggestions for monitoring and adjusting the plan should also be included. Be sure to indicate systemic connections throughout the plan. Developing and supervising the instructional and leadership capacity across the district is part of the action plan (ELCC 2.3).

**Part 3: Professional Development Plan** Design comprehensive professional growth plan): Based on your data analysis and action plan, develop a relevant, connected plan for distributed leadership and strategic professional development that will build the capacity of both instructional leaders and the faculty and staff they serve to implement the district improvement initiatives identified in Part 2 (ELCC 3.4). The professional development plan should be written in narrative format but may include bullets or tables. The plan should detail what professional development will be needed, who will do it, what resources will be needed, and what the deadlines will be. Suggestions for monitoring and adjusting the plan should also be included. In the plan, make notes needed to implement, monitor, and evaluate the plan effectively. A systemic alignment should be evident in this part of the plan.

### **Part 4: Communication Plan**

The purpose of this part of the assignment is to develop an understanding of the need to plan proactively for communicating effectively with the different individuals and groups

who comprise the district’s community; these would include the local, state, and national governmental and non governmental groups. Resources for this work include readings distributed in class, class discussions, artifacts selected from your workplace, and data analysis and district improvement components of this assignment. Complete the readings and participate in class discussions around communicating with various publics (ELCC 6.2).

Candidates select one artifact recently developed in your school district or workplace, which you consider to be an exemplar for effective communication and bring this to class for discussion. Using a matrix or Word table, create a plan for communicating your district improvement plan and professional development plan with different members or groups within your district community. Be sure to include administrators, teachers, and parents.

Candidates develop two communications to two groups within your district community (one stakeholder group must be external-e.g., parent, business person) and provide them with information about the action plan and professional development plan. In creating this artifact, candidates use a technology or strategy that is relatively unfamiliar (e.g., tri-fold brochure, website, etc.) Candidates demonstrate the ability to communicate regularly with all segments of the district community.

**Part 5:** Reflection about this learning experience. Clear and thorough personal reflection and connection of district improvement plan and professional development plan to professional experiences, course discussions, and literature. Reflection is grounded in safeguarding the values of democracy, equity, and diversity within the district (ELCC 5.3).

**Scoring Rubric for Assessment 5. District Data Analysis, Action Plan, PD Plan**

Criteria	Exceeds Expectations 3	Meets Expectations 2	Developing 1
<p><b>Part 1 Data Analysis</b> <b><u>ELCC 2.2</u></b> Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.</p>	<p>Candidate identifies an area of student achievement and learning; collects and analyzes quantitative and qualitative data; identifies interventions and instructional methodologies for implementation; and provides an evaluation of the interventions and instructional methodologies to ensure there is a comprehensive, rigorous and coherent curricular program. Research-based rationale supports all parts of this section.</p>	<p>Candidate identifies an area of student achievement and learning; collects and analyzes quantitative and qualitative data; identifies interventions and instructional methodologies for implementation; and provides an evaluation of the interventions and instructional methodologies to ensure there is a comprehensive, rigorous and coherent curricular program. Research-based rationale supports at least 2 parts of this section.</p>	<p>Candidate fails to sufficiently identify an area of student achievement and learning; and/or collect and analyze quantitative and qualitative data. Candidate insufficiently identifies interventions and instructional methodologies for implementation; and only minimally provides an evaluation of the interventions and instructional methodologies. Research-base is not</p>

			apparent or is inadequate.
<p><b>Part 1 Use of Technology</b></p> <p><b><u>ELCC: 2.4</u></b></p> <p>Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.</p>	<p>Candidate shows strength in identifying an important area of student achievement and learning. All sections are comprehensively addressed. Candidate creates a database and selects appropriate analysis procedures to answer questions about the data. Identifies achievement gaps, root causes of problems, factors affecting the problem, etc. Submits the following: (a) printout of the database in both excel and chart view; (b) outputs of the analysis; (c) a brief discussion of what implications the findings have for interventions; and (d) a personal reflection about this learning experience.</p>	<p>Candidate shows strength in identifying an important area of student achievement and learning. Most sections are comprehensively addressed. Candidate creates a database and selects appropriate analysis procedures to answer questions about the data. Identifies achievement gaps, root causes of problems, factors affecting the problem, etc. Submits the following: (a) printout of the database in both excel and chart view; (b) outputs of the analysis; (c) a brief discussion of what implications the findings have for interventions; and (d) a personal reflection about this learning experience.</p>	<p>Candidate insufficiently identifies an important area of student achievement and learning and fails to discuss in sufficient detail. Data procedures and analyses are limited and/or insufficient. Candidate needs to resubmit some or all of the following: (a) printout of the database in both excel and chart view; (b) outputs of the analysis; (c) a brief discussion of what implications the findings have for interventions; and (d) a personal reflection about this learning experience.</p>
<p><b>Part 2: Action plan Development</b></p> <p><b><u>ELCC: 2.3</u></b></p> <p>Candidates understand and can develop and supervise the instructional and leadership capacity across the district.</p>	<p>Candidate develops a comprehensive, well organized, and progressive action plan to improve the district's instructional program. Developing and supervising the instructional and leadership capacity across the district is part of the action plan. The plan communicates the information clearly and efficiently and includes a detailed and well organized description of exactly what will be done, who will do it, what resources will be needed, and what the deadlines will be. Systemic connections are evident</p>	<p>Candidate develops a satisfactory action plan to improve the instructional program. Developing and supervising the instructional and leadership capacity across the district is part of the action plan. The plan communicates the information although it may lack clarity in some places. The plan explains in general terms what will be done, who will do it, what resources will be needed, and what the deadlines will be. Some suggestions for monitoring and adjusting the plan are included but there is not a comprehensive and</p>	<p>Candidate work is inadequate or limited (may require resubmission). The action plan to improve the instructional program may not be solidly based on the data analysis or may not be sufficiently robust. The plan may not communicate the information clearly and efficiently. The plan may lack depth in its explanation of what will be done, who will do it, what resources will be needed, and what the deadlines will be.</p>

	throughout the plan. A detailed, ongoing assessment plan for effectively monitoring and adjusting the district action plan is included.	detailed plan for effectively monitoring and adjusting the district action plan. The plan identifies some but not all important systemic connections.	Suggestions for monitoring and adjusting the plan may not be included. The identification and discussion of systemic connections is missing or inaccurate.
<b>Part 2: Action Plan District Capacity</b> <u>ELCC: 2.3</u> Candidates understand and can develop and supervise the instructional and leadership capacity across the district.	Candidate develops a detailed, connected plan for strategic professional development that will build the capacity of instructional leaders and the district's faculty and staff as they implement the district improvement initiatives identified in Part 2 .The district professional development plan clearly explains all of the following: what professional development will be needed, who will do it, what resources will be needed, and what the deadlines will be.	Candidate develops a satisfactory plan for strategic professional development that will build the capacity of instructional leaders and the faculty and staff they serve to implement the school improvement initiatives identified in Part 2. The plan communicates what professional development will be needed, who will do it, what resources will be needed, and what the deadlines will be although it may lack clarity or detail in some places.	This is inadequate or limited work (may require resubmission. The plan for strategic professional development may be vague, poorly aligned with the data, or fail to effectively address the professional development of instructional leaders <u>and</u> faculty and staff. The plan fails to detail: what professional development will be needed, who will do it, what resources will be needed, and what the deadlines will be.
<b>Part 3 Professional Development Plan</b> <u>ELCC: 3.4</u> Candidates understand and can develop district capacity for distributed leadership.	Candidate designs a comprehensive professional growth plan. Candidate develops a relevant, connected plan for distributed leadership and strategic professional development that will build the capacity of both instructional leaders and the faculty and staff they serve to implement the district improvement initiatives identified in Part 2.	Candidate designs a professional growth plan. Candidate develops a relevant, connected plan for distributed leadership and strategic professional development that will build the capacity of both instructional leaders and the faculty and staff they serve to implement the district improvement initiatives identified in Part 2.	This is inadequate or limited work (may require resubmission). Suggestions for monitoring and adjusting the plan may not be included. The identification and discussion of systemic connections is missing or inaccurate.

<p><b>Part 4: Communication artifacts for two stakeholder groups.</b></p> <p><b><u>ELCC: 6.2</u></b> Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.</p>	<p>Candidate develops engaging communication artifacts that effectively target two different stakeholder groups in the district community (one stakeholder group must be external), providing them with detailed information about different aspects of the action plan and professional development plan. In creating these artifacts, candidate demonstrates sophisticated use of two different technologies or strategies that were relatively unfamiliar to them (e.g., tri-fold brochure, website, etc.)</p>	<p>Candidate develops communication artifacts that address two stakeholder groups within the district community (one stakeholder group must be external), providing information about the action plan and professional development plan. In creating this artifact, candidate uses one technology or strategy that was relatively unfamiliar (e.g., tri-fold brochure, website, etc.)</p>	<p>This is inadequate or limited work (may require resubmission). The candidate develops two communication artifacts to address two groups within the district community (one stakeholder group must be external); however, the artifacts may be limited in scope, lack clarity, be unengaging or be poorly matched with the intended audience. The artifacts do not effectively communicate information about the action plan and professional development plan</p>
<p><b>Part 5: Reflection about this learning experience.</b></p> <p><b><u>ELCC 5.3</u></b> Candidates understand and can safeguard the values of democracy, equity, and diversity,</p>	<p>Candidate provides a comprehensive reflection and evaluation of work on the action plan and professional development plan, integrating professional experience, course discussions, and scholarly literature. Reflection is grounded in safeguarding the values of democracy, equity, and diversity within the district.</p>	<p>Candidate reflects on and evaluates work on the improvement plan and professional development plan, integrating professional either experience and course discussions or scholarly literature. Candidate explains decisions based on ethical principles. Reflection is grounded in safeguarding the values of democracy, equity, and diversity within the district.</p>	<p>This is inadequate or limited work (may require resubmission). Candidate provides a shallow or unclear reflection on their work on the improvement plan and professional development plan. Candidate may not effectively integrate professional experience or may fail to integrate either course discussions or scholarly literature. Reflection is not grounded in safeguarding the values of democracy, equity, and diversity within the district.</p>

<b>Communication of Ideas</b>	Writing is clear, purposeful, and well-phrased; shows technical skill; writing reflects personal voice and innovative, original thinking. APA style is used appropriately. Error free.	Writing is generally strong; some minor errors; writing reflects personal voice. APA style is used appropriately.	Writing is an area of concern. Additional assistance in this area is recommended. Too many typographical and APA errors.
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**Table 1: Spring 2016 Data (n=15)**

ELCC Standards	Exceeds Expectations	Meets Expectations	Developing	Mean
Part 1: Data Analysis ELCC 2.2	3/15 = 20%	8/15 = 53%	4/15 = 27%	1.9
Part 1: Use of Technology ELCC 2.4	7/15 = 47%	8/15 = 53%	0/0 = 0%	2.4
Part 2: Action Plan Development ELCC 2.3	5/15 = 33%	10/15 = 67%	0/0 = 0%	2.3
Part 2: Action Plan District Capacity ELCC 2.3	4/15 = 27%	11/15 = 73%	0/0 = 0%	2.3
Part 3: Professional Development Plan ELCC 3.4	5/15 = 33%	10/15 = 67%	0/0 = 0%	2.3
Part 4: Communication Artifacts Stakeholders ELCC 6.2	3/15 = 20%	12/15 = 80%	0/0 = 0%	2.2
Part 5: Reflection ELCC 5.3	5/15 = 33%	8/15 = 53%	2/15 = 13%	2.2
<b>TOTAL MEAN</b>				<b>2.2</b>

### **Assessment 6. Self-assessment of Critical Knowledge and Skills**

**A. Assessment Description:** EDL 680 is a course required of all superintendency candidates and is also required as part of the 093 certification. This self-assessment, which is completed early in the program (EDL 680), requires superintendency candidates to review relevant state and national standards for district leadership and prepare a detailed assessment of their current level of development in relation to three sets of standards: ELCC Standards (2011), Common Core of Leading: Connecticut School Leadership Standards (2012), and the Standards for Superintendents from the American Association of School Administrators (AASA). As part of the self-assessment, candidates develop specific, standards-based self-improvement goals that contribute to the design of the internship. The goals should

focus on student learning, individual student success in school, effective quality instruction, and the necessary support and resources.

**B. Alignment of Assessment with Learning Outcomes/Standards:** Although this assessment is completed early in the program, it directly affects the design of the internship and is aligned with the following Educational Leadership Constituent Council (ELCC) standards for district leadership:

ELCC 3.5 Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.

ELCC 3.2 Candidates understand and can efficiently use human, fiscal, and technological resources within the district.

ELCC 4.2 Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district.

ELCC 5.1 Candidates understand and can act with integrity and fairness to ensure a district 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 district.

**C. Analysis of Data Findings (see Table 1 at the conclusion of this section)**

Candidates scored high on this assessment with no candidates scoring in the *Developing* range. More candidates scored in *Exceeds* than in *Meets*. Overall, this assessment shows strong evidence of candidate capacity relative to the aligned Standards.

Not surprisingly, we find that candidates' prior experiences affect their understanding of the many roles of the superintendent. While this assessment is important for all candidates, we believe it is particularly helpful to candidates with more limited experience and backgrounds. It enables them to better understand the scope of the superintendent role and, therefore, focus their learning more productively.

**D. Interpretation of How Data Provide Evidence of Meeting Standards.**

As mid-career adults, candidates enter the superintendency program with divergent experiences and needs. The program asserts that this assessment provides candidates an early and important opportunity to better understand the demands of the superintendency and analyze their own strengths and areas for growth. As the data indicate, candidate performance on this assessment was quite strong.

The growth goals identified in this assessment help the candidate, the faculty, and site-based internship mentors to focus learning experiences on critical areas for growth. The candidate uses the t-chart to record both areas of strength and the areas for growth that will be developed over the course of the superintendent program. The t-chart also notes the standards to which each entry is relevant. After the candidate completes the analysis, s/he develops two to four KEY goals for

developing and/or acquiring the knowledge and skills necessary to be an effective superintendent of schools. At the beginning of the internship, the candidate, university supervisor, and district based mentor review and evaluate the areas of strength, areas for growth, and goals. They discuss and plan how the candidate will work on areas for growth and accomplish the specific goals. Throughout the internship, the candidate reports to the university supervisor and district-based mentor on progress toward goals. As such, this assessment and accompanying data provide evidence for ELCC 3.2, 3.5, 4.2, 5.1, and 5.2.

### **ASSIGNMENT DESCRIPTION/DIRECTIONS TO CANDIDATES:**

The superintendency is a demanding position that requires a diverse and wide-ranging skill set. Each candidate in this program brings a unique background that will have prepared him or her well for some aspects of the superintendency and less well for others. As you enter the superintendency program it is imperative that you critically examine your own preparation, which includes your work experiences, your education, and your knowledge, skills and ability to:

- model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to the central office position within the district(ELCC 5.2);
- understand and can ensure that district time focuses on supporting high-quality school instruction, student learning, and individual student success (i.e., academic, social, and emotional) (ELCC 3.5);
- understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success (ELCC 5.1);
- understand and can mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district (ELCC 4.2);
- understand and can efficiently use and equitably allocate human, fiscal, and technological resources within the district (ELCC 3.2). To assess your current level of preparation for this leadership role, you need to examine the standards for district leadership from the state and national professional organizations interested in the School Superintendency, specifically the ELCC, the CT Common Core of Leadership Standards, and the AASA.

Referring to each set of these standards, analyze your strengths and areas for growth related to each standard. Use a t-chart to record your areas of strength and the areas you would like to develop over the course of this program, noting the standards to which each entry is relevant. Describe each strength and weakness in detail. After you complete the t-chart and description, analyze your strengths and areas for growth and develop four KEY improvement goals, that are measurable and that will be included in the second part of your internship; for yourself regarding the knowledge, skills, and dispositions necessary to be a successful superintendent of schools. The goals should focus on student learning and performance, effective and high quality instruction, supervisory and distributive leadership, relationship with the parent and school community, and equitable allocation of resources, local, state, and national influences on education; ethical, equitable, and transparent behavior.

**Rubric for Assessment 6. Self-Assessment of Critical Knowledge and Skills**

Criteria	Exceeds Expectations	Meets Expectations	Developing
<p><b>Self-Assessment of Knowledge and skills</b></p> <p><b>ELCC 5.2</b> Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles in the district.</p>	<p>Candidate provides an in-depth examination and detailed written description of knowledge, skills, and abilities to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to the central office position within the district. Candidate identifies strength and growth areas and clearly indicates a deep understanding of professional practice and experiences and all of the ELCC, AASA, and CT Leadership Standards.</p>	<p>Candidate provides an examination and written description of knowledge, skills, and abilities to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to the central office position within the district. Candidate identifies strength and growth areas and indicates an understanding of the implications for professional practice and of ELCC, AASA, and CT Leadership Standards. At least 75% of standards are addressed.</p>	<p>Candidate work in inadequate or limited (may require resubmission). Most individual elements of ELCC, AASA, and CT standards for district-level leadership are addressed in the t-chart. Presentation of strength and growth areas may be internally inconsistent or lack the level of detail required to make use of them in planning subsequent learning experiences.</p>

<p><b>Focus on student learning and quality teaching and instruction.</b></p> <p><u><b>ELCC 3.5</b></u></p> <p>Candidates understand and can ensure that district time focuses on supporting high-quality instruction and student learning.</p>	<p>Candidate provides an in-depth examination and detailed written description of knowledge, skills, and abilities to understand and ensure that district time focuses on supporting high-quality school instruction, student learning, and individual student success (i.e., academic, social, and emotional). Candidate identifies strength and growth areas and clearly indicates a deep understanding of professional practice and experiences and all of the standards: ELCC, AASA, and CT Leadership Standards.</p>	<p>Candidate provides an appropriate examination and written description of knowledge, skills, and abilities to understand and ensure that district time focuses on supporting high-quality school instruction, student learning, and individual student success (i.e., academic, social, and emotional); Candidate identifies strength and growth areas and indicates an understanding of the implications for professional practice and of ELCC, AASA, and CT Leadership Standards. At least 75% of standards are addressed.</p>	<p>Submission is inadequate or limited (may require resubmission). The analysis is vague; data may be used inappropriately; or the goal does not demonstrate commitment to student learning and quality teaching.</p>
<p><b>Focus on individual student success (i.e., academic, social, and emotional)</b></p> <p><u><b>ELCC 5.1</b></u></p> <p>Candidates understand and can act with integrity and</p>	<p>Candidate provides an in-depth examination and detailed written description of knowledge, skills, and abilities to understand and act with integrity and fairness to ensure a district system of accountability for every student learning and individual student success (i.e., academic, social, and emotional). Candidate identifies strength and growth areas and clearly indicates a deep understanding of</p>	<p>Candidate provides an appropriate examination and written description of knowledge, skills, and abilities to understand and act with integrity and fairness to ensure a district system of accountability for every student learning and individual student success (i.e., academic, social, and emotional). Candidate identifies identification of strength and growth areas indicates an understanding of the implications</p>	<p>Submission is inadequate or limited (may require resubmission): Candidate fails to sufficiently address strategies for individual student success.</p>

<p>fairness to ensure a district system of accountability for every student's academic and social success.</p>	<p>professional practice and experiences and all of the standards: ELCC, AASA, and CT Leadership Standards.</p>	<p>for professional practice and of ELCC, AASA, and CT Leadership Standards. At least 75% of standards are addressed.</p>	
<p><b>Focus on working with the parent and local community</b></p> <p><b><u>ELCC 4.2</u></b></p> <p>Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district.</p>	<p>Candidate provides an in-depth examination and detailed written description of knowledge, skills, and abilities to understand and mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. Candidate identifies areas of strength and growth and clearly indicates a deep understanding of professional practice and experiences and all of the standards: ELCC, AASA, and CT Leadership Standards,</p>	<p>Candidate provides an appropriate examination and written description of knowledge, skills, and abilities to understand and mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. The identification of strength and growth areas indicates an understanding of the implications for professional practice and of ELCC, AASA, and CT Leadership Standards. At least 75% of standards are addressed.</p>	<p>Submission is inadequate or limited (may require resubmission). Focus on the parent and school community lacks specificity; consequently, it cannot be used to work with the parent and local community</p> <p>There is a lack of specificity about the community's diverse cultural, social, and intellectual resources.</p>

<p><b>Focus on equitable allocation of resources</b></p> <p><u><b>ELCC 3.2</b></u></p> <p>Candidates understand and can efficiently use human, fiscal, and technological resources within the district.</p>	<p>Candidate provides an in-depth examination and detailed written description of knowledge, skills, and abilities to understand and efficiently use and equitably allocate human, fiscal, and technological resources within the district. Candidate identifies areas of strength and growth and clearly indicates a deep understanding of professional practice and experiences and all of the standards: ELCC, AASA, and CT Leadership Standards.</p>	<p>Candidate provides an appropriate examination and written description of knowledge, skills, and abilities to understand and efficiently use and equitably allocate human, fiscal, and technological resources within the district. Candidate identifies strength and growth areas and indicates an understanding of the implications for professional practice and of ELCC, AASA, and CT Leadership Standards. At least 75% of standards are addressed.</p>	<p>Submission is inadequate or limited (may require resubmission). Focus on an allocation of resources, but fails to consider either material or human resources.</p>
<p><b>Goals</b></p>	<p>___ These goals are comprehensive and logically related to the strengths and areas for growth defined by the candidate and that will benefit a school district.</p> <p>___ The t-chart and self-improvement goals provide a clear direction for cooperative planning of a variety of appropriate internship opportunities that meet clearly identified candidate needs and will build a complete set of requisite knowledge and skills</p>	<p>___ The goals are logically related to the strengths and areas for growth defined by the candidate.</p> <p>___ The t-chart and self-improvement goals provide some direction for cooperative planning of internship activities that meet candidate needs and will build requisite knowledge and skills.</p>	<p>Inadequate or limited (may require resubmission):</p> <p>___ The goals may lack the level of detail required to make use of them in planning learning experiences. <u>Revision and resubmission required.</u></p> <p>Inadequate or limited (may require resubmission):</p> <p>___ The t-chart and self-improvement goals provide inadequate direction for cooperative planning of internship activities that meet candidate needs and will build requisite knowledge and skills. <u>Revision and resubmission required.</u></p>

**Table 1: Spring 2016 Data (n=15)**

<b>ELCC Standards</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Developing</b>	<b>Mean</b>
ELCC 5.2 Self-Assessment of Knowledge and skills	9/15 = 60%	6/15 = 40%	0/0 = 0%	2.6
ELCC 3.5 quality teaching and instruction	8/15 = 53%	7/15 = 47%	0/0 = 0%	2.5
ELCC 5.1 individual student success (i.e., academic, social, and emotional)	10/15 = 67%	5/15 = 33%	0/0 = 0%	2.7
ELCC 4.2 working with the parent and local community	7/15 = 47%	8/15 = 53%	0/0 = 0%	2.4
ELCC 3.2 equitable allocation of resources	6/15 = 40%	9/15 = 60%	0/0 = 0%	2.4
<b>TOTAL MEAN</b>				<b>2.5</b>

### **Assessment 7: Public Communication Plan**

**A. Assessment Description:** In this assessment you will demonstrate your ability to plan effective, goal-oriented communication with the diverse individuals and groups who comprise the district's internal and external audiences.

**B. Alignment of Assessment with Learning Outcomes/Standards:** This assessment is aligned with the following Educational Leadership Constituent Council (ELCC) standards for district leadership:

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

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

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

ELCC 4.2 Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district.

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

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

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

ELCC 6.1 Candidates understand and can advocate for district 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 district environment.

ELCC 6.3. Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.

### **C. Analysis of Data Findings (see Table 1 at the conclusion of this section)**

Candidates performed well on this assessment with the majority scoring in *Exceeds* and *Meets*.

There were sporadic scores appearing in the *Developing* category (ELCC 3.1; 4.4; and 4.3) though these were minimal compared to the preponderance of higher scores. Candidates performed particularly well on ELCC standards 6.1; 4.2; 6.2; and 6.3.

### **D. Interpretation of How Data Provide Evidence of Meeting Standards:**

This assessment requires candidates to apply communication theory to the real world. They must gather data from their district, frame a genuine public communication issue, set an important goal, and create a communication plan and related artifacts that address real audiences in the district.

We encourage candidates to broaden their expertise by addressing audiences and including media that they are less familiar with. The ability to communicate strategically and proactively with the public is critical for a school superintendent and this assessment mirrors the process a new superintendent would use to develop such communication. This is an area of constant change; superintendents need to persistently attend to communicating and reaching out to all stakeholders. We will endeavor to prepare them to be effective and aware communicators.

## **ASSESSMENT 7: PUBLIC COMMUNICATION PLAN DESCRIPTION/DIRECTIONS TO CANDIDATES**

The course work has included a number of readings about communicating with various publics. Effective internal and external communications have been analyzed and district communication plans have been reviewed.

This assignment requires demonstration of your ability to communicate effectively with both internal and external stakeholders. First identify a particular issue or focus that is relevant and potentially useful in your current district. Then develop a comprehensive internal and external communication plan that addresses the issue and includes a budget. The steps outlined below will help you prepare your plan. (We will do peer review of initial drafts in class.)

The rubric details the standards for district leadership that should be addressed across the plan. We have noted below (and in the rubric) the steps in which standards might be primarily addressed; however, in scoring the project, we will examine the entire plan for evidence that standards have been met.

Step 1. Identify a specific area of focus for your public communication plan. For example, what does the public need to know about the results of standardized assessments, about how to handle a crisis in one or more of the buildings, about their rights under the Special Education Laws, or student privacy laws, etc.? Select an area that is potentially helpful for your district, define the goal for your communication plan, and explain why the goal is important. Demonstrate that you can communicate effectively with various stakeholders; that you can advocate for policies, laws, and

regulations at the district and state level (ELCC 6.1). Demonstrate that you can communicate that the district personnel act with integrity and fairness and that the district advocates for children and families who have been historically underserved in schools (ELCC 5.1).

Step 2. Develop a workable public communication plan that states the goal/purpose of the plan and makes clear how communication will be enacted and the different ways of communicating that will be utilized to reach different audiences. Remember, there are internal customers and external customers that need to be addressed in different manners. Demonstrate your knowledge of data driven decision making, effective media relations, engagement with community members regarding district information. Include how you would communicate how district personnel would:

- collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment (ELCC 4.1)
- mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district (ELCC 4.2).
- respond to community interests and needs by building and sustaining positive district relationships with families and caregivers (ELCC 4.3).
- respond to community interests and needs by building and sustaining productive district relationships with community partners (ELCC 4.4).
- act to influence local, district, state, and national decisions affecting student learning in a district environment (ELCC 6.2).
- anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies (ELCC 6.3).

Step 3. Demonstrate that you understand and can monitor and evaluate district management and operational systems by developing a budget for media and a timeline for disseminating the information (ELCC 3.1).

Step 4. Prepare an evaluation plan that includes ways to refine the communication process as it happens and to assess the effectiveness of the communication plan at its conclusion. Demonstrate the ability to align and redesign administrative policies and practices that adheres to the district vision and district plans that are supported by stakeholders (ELCC 1.4)

Step 5. Attach three different communication artifacts which demonstrate your ability to tailor the message and the medium to respond to community interests and demonstrates your ability to build and sustain positive district relationships with family and caregivers (ELCC 4.3)

**Attachment 7(B). Scoring Rubric for Assessment 7: Public Communication Plan**

<b>Criteria</b>	<b>Exceeds Expectations 3</b>	<b>Meets Expectations 2</b>	<b>Developing 1</b>
<p><b>Focus</b></p> <p><b><u>ELCC 6.1</u></b> Candidates understand and can advocate for district students, families, and caregivers.</p>	<p>Candidate provides a detailed description of communicating effectively with various stakeholders; that you can advocate for policies, laws, and regulations at the district and state level both directly and through at least 2 organizations representing schools, educators, or others with similar interests.</p>	<p>Candidate provides an appropriate description of communicating effectively with various stakeholders; that you can advocate for policies, laws, and regulations at the district and state level both directly and through at least 1 organizations representing schools, educators, or others with similar interests.</p>	<p>Submission is inadequate or limited (may require resubmission). There is a lack of detail and/or unclear focus; organizations may not be included.</p>
<p><b>Focus</b></p> <p><b><u>ELCC 5.1</u></b> Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student's academic and social success.</p>	<p>Candidate provides a detailed description of communicating that the district personnel act with integrity and fairness and that the district advocates for children and families who have been historically underserved in schools. Candidate demonstrates the ability to advocate for policies and programs (at least 2) that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.</p>	<p>Candidate provides an appropriate description of communicating that the district personnel act with integrity and fairness and that the district advocates for children and families who have been historically underserved in schools. Candidate demonstrates the ability to advocate for policies and programs (at least 1) that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.</p>	<p>Submission is inadequate or limited (may require resubmission). There is a lack of detail about advocacy and/or a lack of detail for policies or program to promote equitable learning opportunities.</p>

<p><b>Communication Plan</b></p> <p><b><u>ELCC 4.1</u></b></p> <p>Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment.</p>	<p>Candidate provides a detailed description of how district personnel can collaborate with faculty and community members to collect and analyze information pertinent to the improvement of the district's educational environment. Candidate demonstrates knowledge of data driven decision making, effective media relations, and engagement with community members regarding district information.</p>	<p>Candidate provides an appropriate description of how district personnel can collaborate with faculty and community members to collect and analyze information pertinent to the improvement of the district's educational environment.</p>	<p>Submission is inadequate or limited (may require resubmission). There is a limited description of faculty and community members collaborating.</p>
<p><b>Communication Plan</b></p> <p><b><u>ELCC 4.2</u></b></p> <p>Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual</p>	<p>Candidate provides a detailed description of how district personnel can mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. Communicates with at least 3 constituencies.</p>	<p>Candidate provides an appropriate description of how district personnel would: mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. Communicate with at least 3 constituencies.</p>	<p>Submission is inadequate or limited (may require resubmission). There is a lack of information and/or lack of clarity.</p>

resources throughout the district.			
<b>Communication Plan</b> <u><b>ELCC 4.3</b></u> Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.	Candidate provides a detailed description of how district personnel can respond to community interests and needs (communicate with at least 3) by building and sustaining positive district relationships with families and caregivers.	Candidate provides an appropriate description of how district personnel can respond to community interests and needs (communicate with at least 2) by building and sustaining positive district relationships with families and caregivers.	Submission is inadequate or limited (may require resubmission). There is a lack of information and/or lack of clarity.
<b>Communication Plan</b> <u><b>ELCC 4.4</b></u> Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community members.	Candidate provides a detailed description of how district personnel can respond to community interests and needs by building and sustaining productive district relationships with community partners (communicate with at least 3 partners.)	Candidate provides an appropriate description of how district personnel can respond to community interests and needs by building and sustaining productive district relationships with community partners (communicate with at least 2 partners) (ELCC 4.4).	Submission is inadequate or limited (may require resubmission). There is a lack of information and/or lack of clarity.
<b>Communication Plan</b>	Candidate provides a detailed description of how district personnel	Candidates provide an appropriate description of how district personnel can	Submission is inadequate or limited (may require resubmission). There

<p><b>ELCC 6.2</b> Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.</p>	<p>can communicate with at least 3 constituencies to act to influence local, district, state, and national decisions affecting student learning in a district environment.</p>	<p>communicate with at least 2 constituencies to act to influence local, district, state, and national decisions affecting student learning in a district environment.</p>	<p>is a lack of information and/or candidate does not address the local, state, or national issues.</p>
<p><b>Communication Plan</b>  <b>ELCC 6.3</b> Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.</p>	<p>Candidate provides a detailed description of how to communicate that district personnel anticipate and assess emerging at least 3 trends and initiatives in order to adapt district-level leadership strategies.</p>	<p>Candidate provides an appropriate description of how to communicate that district personnel anticipate and assess emerging at least 2 trends and initiatives in order to adapt district-level leadership strategies.</p>	<p>Submission is inadequate or limited (may require resubmission). There is a lack of information and/or trends and initiatives are not addressed.</p>
<p><b>Budget and Timeline</b>  <b>ELCC: 3.1</b> Candidates understand and can monitor and evaluate district management and operational systems.</p>	<p>Candidate demonstrates he/she can understand and, monitor and evaluate district management and operational systems by developing a <u>budget</u> for media and a <u>timeline</u> for disseminating the information. The budget and timeline are clear and well designed. It includes effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of</p>	<p>Candidate demonstrates that he/she understands and can monitor and evaluate district management and operational systems by developing a <u>budget</u> for media and a <u>timeline</u> for disseminating the information.</p>	<p>Submission is inadequate or limited (may require resubmission). The budget and/or timeline are unclear or ineffective</p>

	district budgeting processes and fiduciary responsibilities.		
<p><b>Evaluation Plan</b></p> <p><b><u>ELCC: 1.4</u></b></p> <p>Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.</p>	<p>Candidate provides a clear and thorough evaluation plan that gathers useful information in a timely fashion and delineates by whom and when the communication plan will be assessed and adjusted. Detailed explanation of aligning and redesigning administrative policies and practices that adheres to the district vision and district plans that are supported by stakeholders. Evidence that it supports stewarding the vision.</p>	<p>Candidate provides a clear and thorough evaluation plan that gathers useful information in a timely fashion and delineates by whom and when the communication plan will be assessed and adjusted. Detailed explanation of aligning and redesigning administrative policies and practices that adheres to the district vision and district plans that are supported by stakeholders.</p>	<p>Submission is inadequate or limited (may require resubmission). Evaluation plan is incomplete, unclear, or unlikely to be effective:</p>
<p><b>Communication Artifacts</b></p> <p><b><u>ELCC: 4.3</u></b></p> <p>Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with</p>	<p>Four different <u>communication artifacts</u> that demonstrate an ability to tailor the message and the medium to respond to community interests and demonstrates candidate ability to build and sustain positive district relationships with family and caregivers are included. ELCC 4.3</p>	<p>Three different <u>communication artifacts</u> which demonstrate an ability to tailor the message and the medium to respond to community interests and demonstrates candidate ability to build and sustain positive district relationships with family and caregivers are included.</p>	<p>Submission is inadequate or limited (may require resubmission). Fewer than 3 artifacts submitted. Artifacts do not demonstrate ability to sustain positive relationships with family and caregivers.</p>

families and caregivers.			
<b>Communication of Ideas</b>	Artifacts include a variety of media and effectively address a range of relevant audiences. Writing and other media materials are clear and purposeful; materials are engaging; all communications are effectively tailored to the intended audience; error-free.	Artifacts effectively address at least two different and relevant audiences. Materials are clear and purposeful although they may not be especially engaging; most communications are effectively tailored to the intended audience; there may be a minor error or two.	Artifacts may not clearly target relevant audience(s). Materials may be unclear, contain multiple errors, be unengaging, or may not be appropriately tailored to the intended audiences. <u>Revision and resubmission is required.</u>

**Table 1: Spring 2016 Data (n=15)**

<b>Standards</b>	<b>Exceeds Expectations (3)</b>	<b>Meet Expectations (2)</b>	<b>Developing (1)</b>	<b>Mean</b>
Focus-Communication Plan ELCC 5.1	8/15 = 53%	7/15 = 47%	0/0 = 0%	2.5
Focus-Communication Plan ELCC 6.1	10/ 15 = 67%	5/15 = 33%	0/0 = 0%	2.7
Communication Plan ELCC 4.1	7/15 = 47%	8/15 = 53%	0/0 = 0%	2.4
Communication Plan ELCC 4.2	9/15 = 60%	6/15 = 40%	0/0 = 0%	2.6
Communication Plan ELCC 4.3	6/15 = 40%	9/15 = 60%	0/0 = 0%	2.4
Communication Plan ELCC 4.4	7/15 = 47%	7/15 = 47%	1/15 = 7%	2.4
Communication Plan ELCC 6.2	10/ 15 = 67%	5/15 = 33%	0/0 = 0%	2.7
Communication Plan ELCC 6.3	9/15 = 60%	6/15 = 40%	0/0 = 0%	2.6
Budget and Timeline ELCC 3.1	4/15 = 27%	10/ 15 = 67%	1/15 = 7%	2.2
Evaluation Plan ELCC 1.4	6/15 = 40%	9/15 = 60%	0/0 = 0%	2.4
Communication Artifacts ELCC 4.3	7/15 = 47%	8/15 = 53%	0/0 = 0%	2.4
<b>TOTAL MEAN</b>				<b>2.5</b>

### **Use of Results to Improve Program**

Because superintendent candidates have prior administrative experience and are committed to their career goals, their performance in the internship is quite strong. Several graduates have become superintendents or assistant superintendents and are now in a position to provide explicit and helpful feedback. Consequently, we plan to do a complete review of the program. To gather more in-depth feedback from program graduates, we will conduct a study via survey and focus group interviews. We will also examine those areas of the curriculum where single candidates scored in the “developing” category to see if extra supports are needed.

In addition, the program will continue to integrate into the curriculum new initiatives mandated by the Connecticut State Department of Education, e.g., new standardized assessments and full implementation of the Common Core. The use of student outcome data to evaluate both teachers and principals will continue to be infused into the course expectations for the internship. Efforts to extend and support the role of the mentor in the program will also be implemented. We will produce an updated information packet and design an orientation for district-based mentors to help them better understand program expectations.