

PROGRAM SUMMARY

Department: Educational Leadership, Policy, and Instructional Technology	Report Type: Interim Year
Program Name and Level: Sixth Year Certificate in Educational Leadership	Academic Year: 2018-2019
Report Preparer: Ethan Heinen	Date Completed: 12/13/2019

Program Assessment Question	Response
1) URL: Provide the URL where the learning outcomes (LO) can be viewed.	http://ccsu.smartcatalogiq.com/current/Undergraduate-Graduate-Catalog/Sixth-Year-Certificate-Programs/Sixth-Year-Certificate-in-Educational-Leadership
2) LO Changes: Identify any changes to the LO and briefly describe why they were changed (e.g., make LO more discrete, align LO with findings). If no changes were made, please report not applicable.	Not applicable.
3) Strengths: What about your assessment process is working well?	The collaborative process among the faculty as a result of the process.
4) Improvements: List ways in which your assessment process needs to be improved based on student data. (A brief summary of changes to assessment plan can be reported here)	Again, the presentation and user-friendliness of the assessments and the rubrics.

For Each Learning Outcome (LO) complete questions 1, 2 and 3: Many programs have a large number of LOs, please limit the report to no more than five.

LO 1 The Connecticut Administrators' Test	
1.1) <u>Assessment Instruments:</u> What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	See attached
1.2) <u>Interpretation:</u> Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	<p>The results (data) are interpreted by all program faculty. This effort is spearheaded by the Chair and 6th year Program Coordinator. These individuals work collaboratively with a faculty member who is designated for data collection and analysis. These initial efforts are largely descriptive in nature with the first team identifying trends, noting areas of strength as well as challenge areas, and addressing outliers and potential anomalies.</p> <p>Following this effort, these data, trends, and other observation points are presented to program faculty. At this point, a collaborative effort takes place to ascertain what the data actually <i>mean</i>, and what implications might exist in terms of teaching, curricula, and other items. This is an ongoing effort that persists over the course of program implementation.</p>
1.3) <u>Results:</u> Using this year's Findings, list: <ul style="list-style-type: none"> a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s) 	<p>These efforts have been fruitful. Overall conclusions point toward an effective program that meets the needs of the students both as academic subjects and as school practitioners. In particular, the collaborative work that guides the process is powerful and effective. Assessments are responsive to real-world professional demands, and there is sufficient rigor to address the realities of professional practice. Student work is in-depth, challenging, and relevant. Also, this work is open-ended enough to ensure creative thinking and problem solving.</p>

	<p>One drawback was the overall wordiness and length for some of the assessments, in particular on the rubrics. This criticism does not focus on the <i>content</i> of the assessment but instead on the presentation.</p> <p>Changes will include a focus on refining the presentation. Rubrics could be more efficient and less cumbersome.</p> <p>As noted above, the most noted strength of the process is the collaborative relationships that have emerged and evolved over the course of these efforts. Likewise, there is a noted responsiveness to professional practice and timeliness of issues raised as a result of these assessments.</p> <p>Again, improvements in the short-term likely will involve presentation, including a more efficient and economic format. Much of this due to overall length, and lack of directness and focus. Long-term efforts will target ongoing responsiveness to the field and constant accounting of relevance and timeliness.</p>
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LO 2 Platform of Beliefs on Teaching and Learning	
<p>2.1) <u>Assessment Instruments:</u> What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)</p>	<p>See attached</p>

<p>2.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.).</p>	<p>The results (data) are interpreted by all program faculty. This effort is spearheaded by the Chair and 6th year Program Coordinator. These individuals work collaboratively with a faculty member who is designated for data collection and analysis. These initial efforts are largely descriptive in nature with the first team identifying trends, noting areas of strength as well as challenge areas, and addressing outliers and potential anomalies.</p> <p>Following this effort, these data, trends, and other observation points are presented to program faculty. At this point, a collaborative effort takes place to ascertain what the data actually <i>mean</i>, and what implications might exist in terms of teaching, curricula, and other items. This is an ongoing effort that persists over the course of program implementation.</p>
<p>2.3) Results: Using this year's Findings, list:</p> <ul style="list-style-type: none"> a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s) 	<p>These efforts have been fruitful. Overall conclusions point toward an effective program that meets the needs of the students both as academic subjects and as school practitioners. In particular, the collaborative work that guides the process is powerful and effective. Assessments are responsive to real-world professional demands, and there is sufficient rigor to address the realities of professional practice. Student work is in-depth, challenging, and relevant. Also, this work is open-ended enough to ensure creative thinking and problem solving.</p> <p>One drawback was the overall wordiness and length for some of the assessments, in particular on the rubrics. This criticism does not focus on the <i>content</i> of the assessment but instead on the presentation.</p> <p>Changes will include a focus on refining the presentation. Rubrics could be more efficient and less cumbersome.</p> <p>As noted above, the most noted strength of the process is the collaborative relationships that have emerged and evolved over the course of these efforts. Likewise, there is a noted responsiveness to professional practice and timeliness of issues raised as a result of these assessments.</p>

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LO 3 Professional Development Plan	
<p>3.1) <u>Assessment Instruments:</u> What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)</p>	<p>See attached</p>
<p>3.2) <u>Interpretation:</u> Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.).</p>	<p>The results (data) are interpreted by all program faculty. This effort is spearheaded by the Chair and 6th year Program Coordinator. These individuals work collaboratively with a faculty member who is designated for data collection and analysis. These initial efforts are largely descriptive in nature with the first team identifying trends, noting areas of strength as well as challenge areas, and addressing outliers and potential anomalies.</p> <p>Following this effort, these data, trends, and other observation points are presented to program faculty. At this point, a collaborative effort takes place to ascertain what the data actually <i>mean</i>, and what implications might exist in terms of teaching, curricula, and other items. This is an ongoing effort that persists over the course of program implementation.</p>
<p>3.3) <u>Results:</u> Using this year's Findings, list:</p>	<p>These efforts have been fruitful. Overall conclusions point toward an effective program that meets the needs of the students both as academic subjects and as school practitioners. In</p>

<p>a. The conclusion(s) drawn</p> <p>b. The changes that were or will be made as a result of those conclusion(s)</p>	<p>particular, the collaborative work that guides the process is powerful and effective. Assessments are responsive to real-world professional demands, and there is sufficient rigor to address the realities of professional practice. Student work is in-depth, challenging, and relevant. Also, this work is open-ended enough to ensure creative thinking and problem solving.</p> <p>One drawback was the overall wordiness and length for some of the assessments, in particular on the rubrics. This criticism does not focus on the <i>content</i> of the assessment but instead on the presentation.</p> <p>Changes will include a focus on refining the presentation. Rubrics could be more efficient and less cumbersome.</p> <p>As noted above, the most noted strength of the process is the collaborative relationships that have emerged and evolved over the course of these efforts. Likewise, there is a noted responsiveness to professional practice and timeliness of issues raised as a result of these assessments.</p> <p>Again, improvements in the short-term likely will involve presentation, including a more efficient and economic format. Much of this due to overall length, and lack of directness and focus. Long-term efforts will target ongoing responsiveness to the field and constant accounting of relevance and timeliness.</p>
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LO 4 Internship Midpoint Evaluation

4.1) Assessment Instruments: What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)

See attached

4.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.).

The results (data) are interpreted by all program faculty. This effort is spearheaded by the Chair and 6th year Program Coordinator. These individuals work collaboratively with a faculty member who is designated for data collection and analysis. These initial efforts are largely descriptive in nature with the first team identifying trends, noting areas of strength as well as challenge areas, and addressing outliers and potential anomalies.

Following this effort, these data, trends, and other observation points are presented to program faculty. At this point, a collaborative effort takes place to ascertain what the data actually *mean*, and what implications might exist in terms of teaching, curricula, and other items. This is an ongoing effort that persists over the course of program implementation.

4.3) Results: Using this year's Findings, list:
a. The conclusion(s) drawn
b. The changes that were or will be made as a result of those conclusion(s)

These efforts have been fruitful. Overall conclusions point toward an effective program that meets the needs of the students both as academic subjects and as school practitioners. In particular, the collaborative work that guides the process is powerful and effective. Assessments are responsive to real-world professional demands, and there is sufficient rigor to address the realities of professional practice. Student work is in-depth, challenging, and relevant. Also, this work is open-ended enough to ensure creative thinking and problem solving.

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

5.1) Assessment Instruments: What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)

See attached

5.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.).

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b. The changes that were or will be made as a result of those conclusion(s)

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Associated Assessments and Data Results

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

A & B. Description of Assessment and Alignment with Standards

All prospective administrators enrolled in Connecticut administrator preparation programs seeking a recommendation for the Initial Educator Certification for Intermediate Administration or Supervision (092) must pass the CAT in order to be certified. In the spring of 2018, the CT State Department of Education announced that it would be changing CAT exam models beginning in fall 2018.

The previous CAT, last administered in August 2018, consisted of four modules. The first two modules required candidates to take the role of an instructional supervisor who would review, analyze and prepare recommendations for support in response to a teacher's unit plan, student work and a brief video clip of a teaching episode. These two school instructional analysis modules included an elementary and a secondary school context. The second two modules, which focused on school improvement asked applicants to take the role of an administrator, to review Connecticut strategic school profiles (SSP) and community information, and to describe a school improvement process. Again, the two modules included an elementary and secondary school context.

The previous CAT aligns with ELCC Standards 1, 2, 3, 4, 5, and 6. The current CAT is a computer delivered exam taken through Educational Testing Services. It consists of 120 selected-response questions addressing six Content Categories: Strategic Leadership, Instructional Leadership, Climate and Cultural Leadership, Ethical Leadership, Organizational Leadership, and Community Engagement Leadership. Students began taking the new exam in September 2018. The current CAT is aligned with the 2015 PSEL standards.

C. Analysis of Data

The pass rate for the previous Connecticut Administrator's Test (CAT) exceeded the 80% threshold for the last few years it was administered. The students generally seemed to have more difficulty with the School Improvement section of the exam. This may be because the Instructional Analysis section was more closely aligned to the work of teaching and learning. The majority of our students are classroom teachers, and thus more familiar and experienced with the section content.

The current CAT pass rate is high, with 95.45% of students passing the exam. Faculty will need to monitor this rate going forward as this exam has only been offered for one semester and a limited number of students have taken it so far.

D. Use of Data for Program Improvement

The data from the previous CAT can offer some insight as to how prepared our students are to support teaching and learning and to foster school improvement. The data from the new CAT will help faculty as we work to align our syllabi and assignments to the PSEL standards and to preparing our students for success on the CAT. We can address any areas in which our students seem to be having less success on the exam. We have plans to create matrices to look across all of the courses in our program to be sure we are addressing all of the PSEL and all six of the Content Categories covered by the exam. Once the matrices are completed and we can assess our current course designs, we hope to look at more specifically at course content and assessments and revise as necessary to ensure our students are covering the breadth and depth necessary to be successful on the exam as well as in their leadership practice upon graduation. We expect there to be some changes in our key assessments as a result of this work.

E & F. Documentation & Scoring Guide

Connecticut Administrator Test (via ETS)

<https://www.ets.org/sls/prepare/materials/6412>

DATA CHARTS

Previous CAT Pass Rate

Year	Number of Test Takers	First Time Pass	First Time Fail	First Time Pass Rate
2016-2017	93	86	7	86%
2015-16	104	56	48	53.8%
2014-15	64	33	31	51.6%
2013 -14	46	35	11	76.1%
2012-13	48	42	6	87.5%
2011-12	65	57	8	87.7%
2010-11	55	48	7	87.3%
2009-10	31	30	1	96.8%

Current CAT Pass Rate

Year	Number of Test Takers	First Time Pass	First Time Fail	First Time Pass Rate
Fall 2018	22	21	1	95.45%

Assessment 2: Platform of Beliefs on Teaching and Learning Building Level

A. Description of Assessment

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

B. Alignment with Standards.

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

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

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

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

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

C. Analysis of Data Findings

This assignment was graded on a three-point scale. A score of 3 equates to *Exceeds Expectations*; a score of 2 is *Meets Expectations*; and score of 1 is *Developing*. In 2017, the average overall score was 2.85 or 95.01%, and in 2018, the average overall score was 2.72 or 90.6%. Some highlights are as follows:

Overall results are positive with overall means ranging from 2.39-2.95. The highest scores were focused on vision and on equity statements. In both years, the lowest scores were on quality of writing, including overall effectiveness and adherence to APA standards. There was a drop in scores on the Professionalism area of the rubric for 2018. Further analysis should be done to see if that is because of professionalism issues, or because what was also measured by these criteria was the integration of personal experiences into the platform narrative. Some students struggle with how to write a narrative that aligns their experiences with the theory and research. This requires the use of first person and this goes against what some students have been told about writing assignment papers. However, this ability to connect theory to practice is a key component of our program, so working with candidates to make these connections is important for faculty to consider.

D. Evidence for Meeting Standards

When candidates do not meet expectations, faculty provide extensive and specific feedback to the candidates. Candidates are encouraged to revise and resubmit their work. Additionally, candidates who are rated as *Meets Expectations*, and who would like to reach *Exceeds Expectations*, may revise and resubmit their work. At times, instructors encourage candidates to resubmit their work. On other occasions, candidates decide independently to resubmit their work. However, this report represents the candidates' first submission of the assignment.

E. Documentation

Guidelines to Candidates for Platform of Beliefs on Teaching and Learning

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

ELCC STANDARD ELEMENTS

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

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

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

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

Description

1. Think about our studies about teaching and learning, as well as your own experiences and prior learning.
2. Develop a platform of beliefs about teaching and learning and provide a rationale for each belief. Typically, a platform includes **5 to 8 concise belief statements** clearly focused on teaching and learning (ELCC 1.1).

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

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

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

4. The paper should be approximately 5-10 pages, and follow the assignment submission guidelines found in the syllabus, including using the APA format for in-text citations.
5. Be sure to include an additional reference list following APA format.
6. Please edit carefully and be concise! Remember to use multiple paragraphs to break up each rationale into more readable sections. Paraphrase the research you read to show your deeper understanding, and save direct quotes for special emphasis or definition. Clear and effective writing is a critical skill for an educational leader.
7. Papers will be scored using the following rubric, also found on Bb.

Scoring Rubric for Assessment 2: Platform of Beliefs on Teaching and Learning

Criteria	Exceeds Expectations	Meets Expectations	Developing
<p>Belief Statements: Vision of Learning Includes 5 - 8 belief statements focused on teaching and learning that demonstrate the ability to understand and collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. (ELCC 1.1)</p>	<p>All belief statements communicate important beliefs about teaching and learning in a clear, concise, and focused way. All statements articulate a vision of learning characterized by a respect for students and their families, involve school stakeholders in the vision, and reflect theories relevant to articulating a school vision. All beliefs are congruent with the literature on teaching and learning.</p>	<p>Most belief statements communicate important beliefs about teaching and learning in a clear, concise, and focused way. Belief statements address two of the following: the articulation of a vision of learning characterized by a respect for students and their families, the involvement of stakeholders in the vision, and a reflection of the theories relevant to articulating a school vision. Most beliefs are congruent with the literature on teaching and learning.</p>	<p>Statements communicate beliefs that are unclear, unfocused, or wordy. Belief statements were unable to articulate a vision of learning characterized by a respect for students and their families, involve school stakeholders in the vision, and reflect theories relevant to articulating a school vision. Belief statements are disconnected from the important aspects of teaching and learning and are incompatible with the literature.</p>
<p>Belief Statements: Equity Belief statements show understanding of and ability to safeguard the values of democracy, equity and diversity. (ELCC 5.3)</p>	<p>All belief statements are clearly grounded in and reflect ideals of democratic values, equity, and diversity.</p>	<p>Most belief statements are grounded in and reflect ideals of democratic values, equity, and diversity.</p>	<p>Belief statements show little or no evidence of being grounded in or reflecting ideals of democratic values, equity, and diversity.</p>
<p>Rationales: School Culture and Instructional Program Rationales show understanding and ability to sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (ELCC 2.1)</p>	<p>All rationales consistently reflect the research base and theories on human development, behavior, and personalized learning. The discussion of the cited theory or research consistently provides clear evidence of understanding. All rationales address school culture and</p>	<p>Most rationales reflect the research base and theories on human development, behavior, and personalized learning. The discussion of the cited theory or research usually provides evidence of understanding. Most rationales address school culture and ways it can be</p>	<p>Rationales include little or none of the research base and theories on human development, behavior, and personalized learning. Any cited theory or research is discussed in a way that shows confusion or misinterpretation. Rationales provide little evidence of how school culture can be influenced</p>

	ways it can be influenced to ensure student success.	influenced to ensure student success.	to ensure student success.
Rationales: Professionalism Models principles of self-awareness, reflective practice, transparency, and ethical behavior. (ELCC 5.2)	All rationales integrate relevant personal experiences that clearly show the relationship between ethical behavior, school culture, and student achievement. Taken together, the rationales clearly formulate a school-level leadership platform consistently grounded in ethical standards and practices.	Most rationales integrate relevant personal experiences that show the relationship between ethical behavior, school culture, and student achievement. Taken together, the rationales formulate a school-level leadership platform loosely grounded in ethical standards and practices.	The rationales rarely integrate personal experiences or often cite irrelevant experiences that do not show the relationship between ethical behavior, school culture, and student achievement. Taken together, the rationales formulate a school-level leadership platform that lacks grounding in ethical standards and practices.
Belief-Rationale Alignment The rationale for each belief is specifically aligned with that belief. Each belief is supported by a rationale that connects the belief to relevant research, theory, and experience. Each rationale integrates at least 4 different citations of research or theory that are particularly relevant and important.	Rationales are consistently tightly and logically aligned with belief statements. All cited research, theories, and experiences are clearly relevant to the belief statement. Each rationale integrates at least 4 different citations of research or theory that are particularly relevant and important.	Rationales are sometimes tightly and logically aligned with belief statements. Most cited research, theories, and experiences are clearly relevant to the belief statement. Each rationale integrates at least 2 different citations of research or theory that are relevant.	The rationales are rarely tightly and logically aligned to beliefs. Any cited research, theory, or experience is irrelevant to the belief statement. Rationales include fewer than 2 different relevant citations of theory or research.
Platform models effective professional writing.	Based on this assignment, writing is an area of strength. Your beliefs are stated clearly and concisely. Your rationales effectively convey a relevant experiential and scholarly basis for each belief.	Your writing is generally good, but you should continue to work on clarity, organization, careful proofreading and/or focus. Any errors do not impact meaning.	The platform demonstrates multiple errors of grammar/syntax, errors of organization, and/or ineffective proofreading. Errors impact meaning. REQUIRES RESUBMISSION.

<p>APA style is used to correctly format citations in text and the reference list.</p>	<p>You provide evidence of a thorough understanding of APA style related to references lists and citations in text.</p>	<p>Reference list and citations in text reflect an understanding of APA style with only a few minor errors.</p>	<p>The platform demonstrates error patterns that require correction in citations in text, and/or reference list.</p>
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Data Table for Assessment 2: Platform of Beliefs on Teaching and Learning

Rubric Criteria	Fall 2017				Fall 2018		
	ELCC Standard/Indicator	N Evaluated	Mean (Raw)	Met/Not Met Requirements (%)	N Evaluated	Mean	Met/Not Met Requirements (%)
Belief Statements: Vision of Learning Includes 5 - 8 belief statements focused on teaching and learning that demonstrate the ability to understand and collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	ELCC 1.1	84	2.96/3	100% Met	51	2.96/3	100% Met
Belief Statements: Equity Belief statements show understanding of and ability to safeguard the values of democracy, equity and diversity.	ELCC 5.3	84	2.96/3	100% Met	51	2.96/3	100% Met
Rationales: School Culture and Instructional Program Rationales show understanding and ability to sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.	ELCC 2.1	84	2.90/3	100% Met	51	2.67/3	100% Met
Rationales: Professionalism Models principles of self-awareness, reflective practice, transparency, and ethical behavior.	ELCC 5.2	84	2.87/3	96% Met	51	2.55/3	96% Met
Belief-Rationale Alignment The rationale for each belief is specifically aligned with	N/A	84	2.89/3	100% Met	51	2.90/3	98% Met

that belief. Each belief is supported by a rationale that connects the belief to relevant research, theory, and experience. Each rationale integrates at least 4 different citations of research or theory that are particularly relevant and important.							
Platform models effective professional writing.	N/A	84	2.75/3	99% Met	51	2.76/3	96% Met
APA style is used to correctly format citations in text and the reference list.	N/A	84	2.61/3	96% Met	51	2.73/3	98% Met

Assessment 3: Professional Development Plan

A. Description of Assessment

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

B. Alignment with Standards

The Professional Development Plan addresses the following ELCC standards:

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

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

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

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

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

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

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

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

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

C. Analysis of Data Findings.

This assignment is a lengthy one as it requires candidates to consider and plan for the entire school year. As with Assessment #2 results were quite positive with overall means even higher than on the previous assessment. Highlights are as follows:

Means ranged from 2.39-2.93, which are encouraging scores. The lower scores (relatively) were in areas including reflection, quality of writing, and adherence to APA.

D. Evidence for Meeting Standards

This assessment, as noted above, scores very high. Though encouraging, it should be noted that faculty review and discuss assessment and instructional changes even in the case of high means (as we see here). Noting that the lowest score was of 2.39 in the adherence to APA section for the Spring 2017, the faculty have created an APA Guidelines document for students pulling out the most important style guidelines and most frequently used citation and reference list formats. In the past, students were offered links to websites such as the Purdue OWL for their APA guidance. Creating the document

should improve scores in this area as students have a clear guide as to the departmental expectations for using APA and easy access to answers to most of their APA questions.

E. Documentation

Guidelines to Candidates for Professional Development Plan Assignment

Candidates design a yearlong professional development plan that is connected to an area for continuous improvement to enhance instruction, teaching and learning, and student achievement. The plan should focus on a specific curriculum area for a group of teachers by grade level or discipline at the school. The plan should be innovative, while also being a significant, realistic, and manageable effort to improve teaching and learning.

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

- a) examine and evaluate the curriculum, instruction, and assessment;
- b) identify a need or area needing improvement or change; and
- c) develop a plan, implement it, and evaluate the effectiveness of the plan.

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

Part 1: Identify an area of need and an intervention.

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

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

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

Part 2: Purpose and goals for improvement

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

Part 3: Professional development design and ethics

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

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

Part 4: Evaluation of impact

Candidates will identify and use 5 elements to determine if the initiative is successful and specify how progress will be communicated to stakeholders (ELCC 1.4). The elements include timely delivery of workshops, periodic data driven decision-making about student achievement, positive learning environment for students, positive learning environment for teachers, and attention to the needs of diverse students (ELCC 3.5).

Part 5: Reflection

Candidates evaluate how the faculty respond to the intervention; they connect the discussion to the literature on best practices and course discussions and their experiences. In addition, candidates engage in self-awareness by reflecting on their new learning, which includes transparency, self-reflective practice, and ethical behavior (ELCC 5.2).

Scoring Rubric for Assessment 3: Professional Development Plan

Criteria	Exceeds Expectations 3	Meets Expectations 2	Developing 1
<p>PART 1: Identifies area of need.</p> <p>Researches and plans for school culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students. (ELCC 2.1)</p>	<p>Candidate identifies a curriculum area, instructional focus, or assessments in which the teachers distinctly need to work with others to accomplish school improvement goals. The identified area of need clearly stems from the candidate’s monitoring of school programs and activities to ensure personalized learning opportunities, and is thoroughly supported by the data.</p> <p>Candidate provides a well-supported and comprehensive description of the focus</p>	<p>Candidate identifies a curriculum area, instructional focus, or assessments in which the teachers may need to work with others to accomplish school improvement goals. The identified area of need stems from the candidate’s monitoring of school programs and activities to ensure personalized learning opportunities and is loosely supported by the data.</p> <p>Candidate provides a sufficient description of the focus area and a rationale for their chosen</p>	<p>Candidate identifies a curriculum area, instructional focus, or assessments in which the teachers do not need to work with others to accomplish school improvement goals. The identified are of need is not tied to the data and provides little to no evidence of the candidate’s monitoring of school programs and activities to ensure personalized learning opportunities.</p> <p>Candidate provides a surface level description of the focus area and rationale with</p>

	<p>area and a rationale for their chosen area that includes how it addresses all of the following: incorporates cultural competence in development of programs, curriculum, or instructional practices; and recognizes, celebrates, and incorporates diversity in programs, curriculum, or instructional practices; and facilitates the use of appropriate content-based learning materials and learning strategies.</p>	<p>area that includes how it addresses two of the following: incorporates cultural competence in development of programs, curriculum, or instructional practices; or recognizes, celebrates, and incorporates diversity in programs, curriculum, or instructional practices; or facilitates the use of appropriate content-based learning materials and learning strategies.</p>	<p>insufficient description of how it addresses two of the following: incorporates cultural competence in development of programs, curriculum, or instructional practices; or recognizes, celebrates, and incorporates diversity in programs, curriculum, or instructional practices; or facilitates the use of appropriate content-based learning materials and learning strategies.</p>
<p>PART 1: Analysis of student assessment data. Plan promotes the most effective and appropriate technologies to support teaching and learning in a school. (ELCC 2.4)</p>	<p>Candidate uses multiple technologies or technology based procedures to thoroughly analyze the student assessment data in a way that will lead to improved classroom instruction, student achievement, and continuous school improvement.</p> <p>Selected data and technology allow for the monitoring of instructional practices within the school and data is reported in a clear, concise manner that will provide assistance to teachers.</p>	<p>Candidate uses an appropriate technology to analyze the student assessment data in a way that will lead to improved classroom instruction, student achievement, and continuous school improvement.</p> <p>Selected data and technology allow for the monitoring of instructional practices within the school and will provide assistance to teachers.</p>	<p>Candidate does not use an appropriate technology to analyze the student assessment data in a way that will lead to improved classroom instruction, student achievement, and continuous school improvement.</p> <p>Selected data and technology provide little to no evidence they will allow for the monitoring of instructional practices within the school and will provide assistance to teachers.</p>

<p>PART 1: Selection of Intervention - Plan shows ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. (ELCC 2.2)</p>	<p>Candidate selects an intervention that will clearly address the identified area of need.</p> <p>Description of the intervention is thoroughly supported by the evidence-centered research used to make the curricular and instructional decision to use this intervention.</p> <p>Description clearly shows the ability to make school plans based on multiple measures of teacher performance and student outcomes, by discussing the role of both in the success of the intervention.</p>	<p>Candidate selects an intervention that may address the identified area of need.</p> <p>Description of the intervention has some support from the evidence-centered research used to make the curricular and instructional decision to use this intervention.</p> <p>Description shows the ability to make school plans based on multiple measures of teacher performance or student outcomes, by discussing the role of only one in the success of the intervention.</p>	<p>Candidate selects an intervention that does not clearly address the identified area of need.</p> <p>Description of the intervention has little or no support from the evidence-centered research used to make the curricular and instructional decision to use this intervention.</p> <p>Description provides little to no evidence of the ability to make school plans based on multiple measures of teacher performance or student outcomes.</p>
<p>Part 2: Purpose and goals Plans for how to develop and supervise the instructional and leadership capacity of the school staff. (ELCC 2.3)</p>	<p>Candidate creates a plan that provides and thorough explanation of how they will work with school staff to improve teaching and learning, by distinctly defining both the teacher and leader roles in the implementation of the plan.</p> <p>The professional growth plan is very likely to increase the capacity of school staff and clearly reflects national professional development standards, by incorporating only multiple high-quality, research-based methods for providing PD and supporting teacher growth throughout the yearly plan.</p>	<p>Candidate creates a plan that provides some explanation how they will work with school staff to improve teaching and learning, by loosely defining both the teacher and leader roles in the implementation of the plan.</p> <p>The professional growth plan may increase the capacity of school staff and reflects national professional development standards, by incorporating some high-quality, research-based methods for providing PD and supporting teacher growth throughout the yearly plan.</p>	<p>Candidate creates a plan that lacks explanation of how they will work with school staff to improve teaching and learning, by giving little or no definition of the teacher and leader roles in the implementation of the plan.</p> <p>The professional growth plan is unlikely to increase the capacity of school staff and does not reflect national professional development standards, lacking the use of high-quality, research-based methods for providing PD and supporting teacher growth throughout the yearly plan.</p>

<p>Part 3: Professional development design Plans reflect ability to act with integrity and fairness to ensure that schools are accountable for every student’s academic and social success. (ELCC 5.1)</p>	<p>Candidate creates a complete yearly PD plan that includes a timeline. Plan addresses the specific PD days and how the intervention will be supported outside of the PD days to illustrate how the infrastructure of the school will help to monitor and ensure equitable practices. Plan elaborates on any necessary resources, materials, text, or consultants, and how they will be distributed with integrity and fairness to support practices that ensure every student’s academic success.</p>	<p>Candidate creates a yearly PD plan that includes a timeline. Plan addresses two of the following: the specific PD days; or how the intervention will be supported outside of the PD days to illustrate how the infrastructure of the school will help to monitor and ensure equitable practices; or on any necessary resources, materials, text, or consultants, and how they will be distributed with integrity and fairness to support practices that ensure every student’s academic success.</p>	<p>Candidate creates a PD plan with an unclear timeline. Plan addresses only one of the following: the specific PD days; or how the intervention will be supported outside of the PD days to illustrate how the infrastructure of the school will help to monitor and ensure equitable practices; or on any necessary resources, materials, text, or consultants, and how they will be distributed with integrity and fairness to support practices that ensure every student’s academic success.</p>
<p>Part 4: Evaluation of impact Ensures that teacher and organizational time focuses on supporting high-quality instruction and student learning. (ELCC 3.5)</p>	<p>Candidate creates or embeds a thorough evaluation plan, using multiple measures to assess the success of the intervention on both teacher practices and student outcomes.</p> <p>Plan is creatively and consistently designed to meet teacher needs while protecting time and schedules to maximize teacher instructional time and student learning.</p>	<p>Candidate creates or embeds an evaluation plan, using measures to assess the success of the intervention on teacher practices or student outcomes.</p> <p>Plan is designed to meet teacher needs while protecting time and schedules to maximize teacher instructional time and student learning.</p>	<p>Candidate’s plan lacks an evaluation plan, and provides little or no opportunities to assess the success of the intervention on teacher practices or student outcomes.</p> <p>Plan design does not meet teacher needs while protecting time and schedules to maximize teacher instructional time and student learning.</p>
<p>Part 4: Evaluation of impact Evaluates school programs and revises school plans to meet the needs of stakeholders. (ELCC 1.4)</p>	<p>Candidate creates or embeds a well-designed evaluation process to assess the effectiveness of the school plan and program intervention selected. Plan identifies 5 or more points where evaluation will take place. Plan explains how progress toward</p>	<p>Candidate creates or embeds an evaluation process to assess the effectiveness of the school plan and program intervention selected. Plan identifies 4 or more points where evaluation will take place. Plan explains how progress toward achievement of</p>	<p>Candidate’s plan lacks an evaluation process to assess the effectiveness of the school plan and program intervention selected. Plan identifies fewer than 4 points where evaluation will take place. Plan provides weak or no explanation of how</p>

	achievement of the intervention goals will be communicated to educators in the community and other stakeholders at all evaluation points.	the intervention goals will be communicated to educators in the community and other stakeholders at most evaluation points.	progress toward achievement of the intervention goals will be communicated to educators in the community and other stakeholders at most evaluation points.
Part 5: Reflection Models principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. (ELCC 5.2)	Candidate thoroughly analyzes leadership decisions made during the plan design in terms of established ethical practices. Reflection provides a deep evaluation of the work on all stages of this project. It includes multiple, thoughtful connections to the literature used to inform the plan. Reflection is consistently written from a leader's point of view.	Candidate analyzes leadership decisions made during the plan design in terms of established ethical practices. Reflection is broad, and provides an evaluation of the work on some stages of this project. It includes connections to the literature used to inform the plan. Reflection is sometimes written from a leader's point of view, and sometimes from a teacher's point of view.	Candidate provides little or no analysis of leadership decisions made during the plan design in terms of established ethical practices. Reflection is shallow and/or missing evaluation of the stages of this project. Any connections to the literature used to inform the plan are weak or unclear. Reflection is written from a teacher's point of view.
Project models effective professional writing.	Based on this assignment, writing is an area of strength. Your written work states ideas clearly and concisely.	Your writing is generally good, but you should continue to work on clarity, organization, careful proofreading and/or focus. Any errors do not impact meaning.	The project demonstrates multiple errors of grammar/syntax, errors of organization, and/or ineffective proofreading. Errors impact meaning. REQUIRES RESUBMISSION.
APA style is used to correctly format citations in text and the reference list.	You provide evidence of a thorough understanding of APA style related to references lists and citations in text.	Reference list and citations in text reflect an understanding of APA style with only a few minor errors.	The project demonstrates error patterns that require correction in citations in text and/or reference lists.

Data Table for Assessment 3: Professional Development Plan

Rubric Criteria	ELCC Standard/Indicator	Spring 2017			Spring 2018		
		N Evaluated	Mean (Raw)	Met/Not Met Requirements (%)	N Evaluated	Mean (Raw)	Met/Not Met Requirements (%)
PART 1: Identifies area of need. Researches and plans for school culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students.	ELCC 2.1	56	2.93/3	100% Met	58	2.96/3	100% Met
PART 1: Analysis of student assessment data. Plan promotes the most effective and appropriate technologies to support teaching and learning in a school.	ELCC 2.4	56	2.71/3	98% Met	58	2.87/3	100% Met
PART 1: Selection of Intervention - Plan shows ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	ELCC 2.2	56	2.84/3	100% Met	58	2.93/3	100% Met
Part 2: Purpose and goals Plans for how to develop and supervise the instructional and leadership capacity of the school staff.	ELCC 2.3	56	2.88/3	100% Met	58	2.93/3	100% Met

Part 3: Professional development design Plans reflect ability to act with integrity and fairness to ensure that schools are accountable for every student's academic and social success.	ELCC 5.1	56	2.98/3	100% Met	58	2.93/3	100% Met
Part 4: Evaluation of impact Ensures that teacher and organizational time focuses on supporting high-quality instruction and student learning.	ELCC 3.5	56	2.96/3	100% Met	58	2.84/3	100% Met
Part 4: Evaluation of impact Evaluates school programs and revises school plans to meet the needs of stakeholders.	ELCC 1.4	56	2.96/3	100% Met	58	2.90/3	100% Met
Part 5: Reflection Models principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.	ELCC 5.2	56	2.93/3	100% Met	58	2.75/3	100% Met
Project models effective professional writing.	n/a	56	2.93/3	100% Met	58	2.87/3	100% Met
APA style is used to correctly format citations in text and the reference list.	n/a	56	2.39/3	100% Met	58	2.69/3	100% Met

Assessment 4. Internship Midpoint Evaluation

A. Description of the Assessment

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

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

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

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

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

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

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

B. Alignment with Standards

The internship addresses the following ELCC standards:

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

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

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

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

ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to

manage school operations.

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

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

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

C. Analysis of Data Findings

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

At midpoint overall assessments are exemplary, with all candidates scoring in the *Exceeds* and *Meets* categories. Means ranged from 2.00-2.67, which is slightly lower than data from other assessments. The lower scores were around managing fiscal resources, and promoting school policies. Higher scores were noted around creating school goals and instructional leadership.

D. Evidence for Meeting Standards

Overall scores are lower on this assessment than others, but this is expected as this is formative data collected at the midpoint of the internship. The fact that candidates score higher on the creating goals and instructional leadership makes sense, given that those are more natural extensions of teaching so students have a more experience with them before coming into the leadership role. Likewise, the lower scores on managing fiscal resources and promoting school policies make sense, because this work is largely the purview of leaders, and the students are unlikely to have had much experience with them prior to the internship. When summative data are collected at the end of the internship, further analysis will be conducted by the program faculty to assess the need to make adjustments to the internship and program requirements.

E. Documentation

INTERNSHIP: Directions to Candidates

The goals of the internship are:

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

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

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

clinical observation; a summative reflection at the end of the fall semester; and the leadership portfolio at the end of the internship.

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

INTERNSHIP ACTION PLAN

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

1. School Improvement Planning

Educational leaders must be cognizant of effective methods of leading school improvement efforts.

Required activities

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

2. Supervision and Evaluation of Teachers and Principals

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

Required activities

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

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

3. Curriculum, Instruction, and Assessment

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

Required activities

- Investigate promising new instructional, curricular, or assessment innovation for school or district
- Examine changes and areas of improvement in curriculum, instruction and assessment in the school or district.

- Investigate the extent to which there is evidence that your school and/or district is committed to equity in education and to the belief that all children can learn at high levels. Also investigate the evidence from your work as an intern that demonstrates your commitment to educational equity and to the belief that all children deserve an environment where they are able to achieve.

4. Parent/Community Relations

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

Required activities

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

5. Program and Building

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

Required activities

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

6. Policy and Law

Required activities

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

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

- Throughout the one-year internship, candidates demonstrate knowledge, skill, and dispositions in the area of ***school improvement planning***. Candidates demonstrate a deep understanding of school improvement planning evidenced by numerous artifacts and reflective statements. Candidates elaborate on professional values that undergird their vision of educational leadership and leadership philosophy. Candidates continue to develop their ability to establish and communicate a vision of excellence for an educational system that promotes respect for human diversity and student achievement. Candidates integrate their leadership philosophy with research findings in the field of educational leadership, assessment results, and student and family demographics). Candidates strengthen their ability to use systems thinking to lead a learning organization and are able to

articulate their vision to various stakeholders, such as teachers, parents, and community members. Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. (ELCC 1.2).

- Internship activity demonstrates knowledge, skill, and dispositions in ***improving student learning through staff professional growth*** (clinical foundations). Candidates review and understand the different approaches to using data to make educational decisions; become familiar with current research on school/district change, and apply evaluation skills to an educational program. Candidates identify areas of need and provide appropriate support for student learning through staff professional development; active involvement in exploration of promising instructional and programmatic alternatives, based on the school vision. Candidates observe and evaluate a novice teacher. During this activity, the candidates evaluate and refine conferencing skills, including trust building, active listening, and directive and non-directive communication. The candidates guide the teacher in choosing some professional development. Candidates evaluate their own performances in all of the above-mentioned areas and identify areas of strength and weakness. Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. (ELCC 2.3).
- Internship activity demonstrates knowledge, skill, and dispositions in the implementation of ***curriculum, instruction, and assessment***. Candidates demonstrate significant candidate activity and growth in improving teaching and learning through school/district-based curriculum, instruction, or assessment work; deep understanding of curriculum frameworks and standards for student learning. Candidates allocate at least 50% of their time to curriculum, instruction, and assessment. Candidates are expected to support teachers in applying best practices via the professional development workshop. Candidates are expected to support teachers in analyzing student assessment data, identifying instructional strategies to improve learning for all students. Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. (ELCC 2.2)
- Internship Activity addresses the candidate's work in ***addressing parent and community relations***. Candidates demonstrate deep understanding of approaches to creating and sustaining relationships with major stakeholders, including the need to seek out resources to enhance relationships. Candidates reach out to parents via meetings, surveys, or other types of communication. In addition, they exhibit a deep understanding of, and capacity for meeting diverse needs of the students and families. Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. (ELCC 4.3).
- Internship Activity addresses the candidate's capacity in ***program and building/district management***. Candidates apply skills in areas of program management such as budgeting, scheduling, discipline, parent relations, employee issues, special education planning, and site/material procurement and utilization. Candidates clearly explain learning, skill development, and accomplishment in specific organizational tasks as specified in Internship Action Plan. Candidates demonstrate an ability to manage time effectively by engaging in scheduling, ordering materials, organizing student, parent or teacher events; the focus is promoting student achievement. Candidates understand and can monitor and evaluate school management and operational systems. (ELCC 3.1).
- Internship addresses how ***data was collected and used to demonstrate impact*** on the school. Candidates specify clearly, eloquently and in detail, how data was collected and analyzed to indicate measurable evidence of progress, activity or impact in each of the five areas in the

Internship Action Plan. Candidates produce a plan that includes the data, analysis of the data, interpretation of the data and next steps for the teachers and school to improve learning for all students. Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. (ELCC 3.2).

Candidates *reflect and evaluate internship activities*. Candidates provide an evaluation and reflection about the internship. Candidates share honestly about their work and the support they received from the building mentor and university supervisor and their relationships with the teachers. Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success. (ELCC 5.1).

Scoring Rubric for Assessment 4: Internship Evaluation

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

	based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.	based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.	based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.
Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. (ELCC 2.3)	Intern work provides evidence of the ability to do 2 or more of the following: work collaboratively with school staff to improve teaching and learning; design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; or design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.	Intern work provides evidence of the ability to do 1 of the following: work collaboratively with school staff to improve teaching and learning; design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; or design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.	Intern work does not provide evidence of the ability to do any of the following: work collaboratively with school staff to improve teaching and learning; design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; or design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.
Candidates understand and can monitor and evaluate school management and operational systems. (ELCC 3.1)	Intern work provides evidence of the ability to do 2 or more of the following: analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school; develop school operational policies and procedures; or develop plans to implement and manage long-range plans for the school.	Intern work provides evidence of the ability to do 1 of the following: analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school; develop school operational policies and procedures; or develop plans to implement and manage long-range plans for the school.	Intern work does not provide evidence of the ability to do any of the following: analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school; develop school operational policies and procedures; or develop plans to implement and manage long-range plans for the school.
Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. (ELCC 3.2)	Intern work provides evidence of the ability to do 4 or more of the following: develop multi-year fiscal plans and annual budgets aligned to the school's priorities and goals;	Intern work provides evidence of the ability to do 3 of the following: develop multi-year fiscal plans and annual budgets aligned to the school's priorities and goals;	Intern work provides evidence of the ability to do 2 or fewer of the following: develop multi-year fiscal plans and annual budgets aligned to the school's priorities and goals;

	analyze a school's budget and financial status; develop facility and space utilization plans for a school; project long-term resource needs of a school; or use technology to manage school operational systems.	analyze a school's budget and financial status; develop facility and space utilization plans for a school; project long-term resource needs of a school; or use technology to manage school operational systems.	analyze a school's budget and financial status; develop facility and space utilization plans for a school; project long-term resource needs of a school; or use technology to manage school operational systems.
Candidates understand and can promote school based policies and procedures that protect the welfare and safety of students and staff. (ELCC 3.3)	Intern work provides evidence of the ability to do 2 or more of the following: develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment; plan an aligned building discipline management policies and plan; or evaluate and implement discipline management plans.	Intern work provides evidence of the ability to do 1 of the following: develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment; plan an aligned building discipline management policies and plan; or evaluate and implement discipline management plans.	Intern work does not provide evidence of the ability to do any of the following: develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment; plan an aligned building discipline management policies and plan; or evaluate and implement discipline management plans.
Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. (ELCC 4.3)	Intern work provides evidence of the ability to do 2 or more of the following: conduct needs assessments of families and caregivers; develop effective relationship with a variety of community partners; or involve community partners in the decision-making processes at the school.	Intern work provides evidence of the ability to do 1 of the following: conduct needs assessments of families and caregivers; develop effective relationship with a variety of community partners; or involve community partners in the decision-making processes at the school.	Intern work does not provide evidence of the ability to do any of the following: conduct needs assessments of families and caregivers; develop effective relationship with a variety of community partners; or involve community partners in the decision-making processes at the school.
Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.	Intern work provides evidence of the ability to do both of the following: act with integrity and fairness in supporting school policies and staff practices that ensure	Intern work provides evidence of the ability to do 1 of the following: act with integrity and fairness in supporting school policies and staff practices that ensure	Intern work does not provide evidence of the ability to do any of the following: act with integrity and fairness in supporting school policies and staff practices that ensure

(ELCC 5.1)	every students' academic and social success; and create an infrastructure that helps to monitor and ensure equitable practices.	every students' academic and social success; or create an infrastructure that helps to monitor and ensure equitable practices.	every students' academic and social success; and create an infrastructure that helps to monitor and ensure equitable practices.
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Data Table for Assessment 4: Internship Evaluation

Rubric Criteria	Fall 2017				Spring 2017		
	ELCC Standard/Indicator	N Evaluated	Mean (Raw)	Met/Not Met Requirements (%)	N Evaluated	Mean (Raw)	Met/Not Met Requirements (%)
Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.	ELCC 1.2	3	2.67/3	100% Met	3	2.33/3	100% Met
Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	ELCC 2.2	3	2.33/3	100% Met	3	2.00/3	100% Met
Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.	ELCC 2.3	3	2.67/3	100% Met	3	2.33/3	100% Met
Candidates understand and can monitor and evaluate school management and operational systems.	ELCC 3.1	3	2.33/3	100% Met	3	2.00/3	100% Met
Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.	ELCC 3.2	3	2.33/3	100% Met	3	2.00/3	100% Met
Candidates understand and can promote school based policies and procedures that protect the welfare and safety of students and staff.	ELCC 3.3	3	2.33/3	100% Met	3	2.33/3	100% Met
Candidates understand and can respond to community interests	ELCC 4.3	3	2.67/3	100% Met	3	2.33/3	100% Met

and needs by building and sustaining positive school relationships with families and caregivers.							
Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.	ELCC 5.1	3	2.67/3	100% Met	3	2.33/3	100% Met

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

A. Description of Assessment

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

B. Alignment with Standards

ELCC Standards/Elements addressed in this assignment:

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

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

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

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

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

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

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

C. Analysis of Data

This assignment was graded on a three-point scale. A score of 3 equates to *Exceeds Expectations*; a score of 2 is *Meets Expectations*; and a score of 1 is *Developing*. Overall scores on this assessment were quite good, with means ranging from 2.60-3.00. As on other assignments, the lower scores appear more in the areas of professional writing and adherence to APA style requirements.

D. Evidence for Meeting Standards

This is an important assessment for professional development in the Sixth-Year Program, and, as noted above, overall performance was good. This is an indication that the program is providing candidates with the knowledge and skills to create school improvement plans that will improve instruction, student achievement, and learning. When candidates do not meet expectations, faculty provide extensive and specific feedback to the candidates. Candidates are encouraged to revise and resubmit their work. Additionally, candidates who are rated as *Meets Expectations*, and who would like to reach *Exceeds Expectations*, may revise and resubmit their work. At times, instructors encourage candidates to resubmit their work. On other occasions, candidates decide independently to resubmit their work.

E. Documentation

Part I. Two Challenges

- Each candidate needs to analyze, evaluate, and critique the school and/or district's continuous improvement plan, Strategic School Profile, student achievement data and other data.
- Identify 2 challenges and/or problem areas (1 in the school and 1 in the district) that need more focused attention.

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

Part II. Action Plan

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

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

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

Example outline for 1 ACTION PLAN (candidates may modify)

Challenge area:

Challenge: Description

Action plan/Steps (Goals, Objectives, Strategies)

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

Parent and Community Role

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

Scoring Rubric for Assessment 5: Two Challenges Assignment

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

	action plans identify who will implement the strategies and describe the research behind the strategies. Detailed timeline specified for both action plans.	action plan identifies who will implement the strategies and describes the research behind the strategies. Detailed timeline specified for one action plan.	strategies. Timelines missing for both one action plans.
Part II Action Plan—Technology Understands and promotes the most effective and appropriate technologies to support teaching and learning in a school environment. (ELCC 2.4)	Candidate specifies the technology that will be used in the action plan for both of the following: improved classroom instruction, student achievement, and continuous school improvement; and monitoring in instructional practices within the school and to provide assistance to teachers.	Candidate specifies the technology that will be used in the action plan for one of the following: improved classroom instruction, student achievement, and continuous school improvement; or monitoring in instructional practices within the school and to provide assistance to teachers.	Candidate’s action plan does not specify the technology that will be used in the action plan for improved classroom instruction, student achievement, and continuous school improvement; or monitoring in instructional practices within the school and to provide assistance to teachers.
Part II: Action Plan—Evaluation of Staff Understands and develops school capacity for distributed leadership. (ELCC 3.4)	Candidate includes a comprehensive and detailed description of the knowledge, skills, and experiences teachers and support staff possess or need to possess to meet this challenge. Candidate identifies the leadership capabilities of staff and describes how school staff were involved in the decision making process related to identifying these strengths and needs.	Candidate includes a general description of the knowledge, skills, and experiences teachers and support staff possess or need to possess to meet this challenge. Candidate identifies one of the following: the leadership capabilities of staff or how school staff were involved in the decision making process related to identifying these strengths and needs.	Candidate’s action plan is missing or includes a weak description of the knowledge, skills, and experiences teachers and support staff possess or need to possess to meet this challenge. Candidate does not identify the leadership capabilities of staff or how school staff were involved in the decision making process related to identifying these strengths and needs.
Part II: Action Plan—Professional Development Plans for how to develop and supervise the instructional and leadership capacity of the school staff. (ELCC 2.3)	Candidate includes a PD plan that provides a thorough explanation of how they will work with school staff to improve teaching and learning, by distinctly defining both the teacher and leader roles in the implementation	Candidate includes a PD plan that provides some explanation how they will work with school staff to improve teaching and learning, by loosely defining both the teacher and leader roles in the implementation of the	PD plan is missing or lacks explanation of how they will work with school staff to improve teaching and learning, by giving little or no definition of the teacher and leader roles in the implementation of the plan. The PD plan is

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

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

Data Table for Assessment 5: Two Challenges Assignment

Rubric Criteria	ELCC Standard/Indicator	Fall 2017			Fall 2018		
		N Evaluated	Mean (Raw)	Met/Not Met Requirements (%)	N Evaluated	Mean (Raw)	Met/Not Met Requirements (%)
Part I: Two Challenges Understands and evaluates school progress and revise school plans supported by school stakeholders.	ELCC 1.4	83	2.88/3	100% Met	43	2.72/3	98% Met
Part II: Action Plan & Timeframe Understands and promotes continual and sustainable school improvement.	ELCC 1.3	83	2.96/3	100% Met	43	2.98/3	100% Met
Part II Action Plan— Technology Understands and promotes the most effective and appropriate technologies to support teaching and learning in a school environment.	ELCC 2.4	83	2.89/3	100% Met	43	2.86/3	98% Met
Part II: Action Plan— Evaluation of Staff Understands and develops school capacity for distributed leadership.	ELCC 3.4	83	2.84/3	100% Met	43	2.60/3	84% Met
Part II: Action Plan-- Professional Development Plans for how to develop and supervise the instructional and	ELCC 2.3	83	2.91/3	100% Met	43	2.77/3	95% Met

leadership capacity of the school staff.							
Part II: Action Plan— Resources	N/A	83	2.84/3	98% Met	43	2.84/3	93% Met
Part III: Parents and Community Understands and responds to community interests and needs by building and sustaining productive school relationships with community partners.	ELCC 4.4	83	2.95/3	100% Met	43	2.88/3	95% Met
Part IV: Monitoring, Evaluation, and Feedback Understands and collaborates with faculty and community members by collective and analyzing information pertinent to the improvement of the school’s educational environment.	ELCC 4.1	83	2.97/3	100% Met	43	2.86/3	100% Met
Project models effective professional writing.	N/A	83	3.00/3	100% Met	43	2.86/3	100% Met
APA style is used to correctly format citations in text and the reference list.	N/A	83	3.00/3	100% Met	43	2.61/3	98% Met

