

SECTION IV: EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 1 (Required) Content Knowledge

School Leaders Licensure Assessment

1. Description of the Assessment

The School Leaders Licensure Assessment (SLLA) is a standards-based examination developed and administered by Educational Testing Services (ETS). The SLLA is a 4-hour assessment which includes 100 multiple-choice questions and 7 constructed-response questions, which are designed to measure candidates' knowledge of the standards of the Educational Leadership Constituent Council (ELCC).

Approximately thirty-seven (37) states base administrative licensure on candidates' performance on the SLLA, with each state having the authority to set its own passing score. In Washington, DC, passing the SLLA with a score of 163 out of 200 (81.5 percent), along with a master's degree in educational administration from an accredited institution, is required for the Administrative Services Credential, (ASC). Maryland requires a passing score of 165 out of 200 (82.5 percent), along with 18 graduate credits of administrative course work to obtain the Administrator I Certification. Virginia requires a passing score of 163 out of 200 (81.5 percent) with a Master's degree and 3 years of successful fulltime teaching to receive the initial endorsement required to serve as a building-level administrator.

Candidates' results from the SLLA are analyzed annually to determine performance trends by subject for program improvement, and program requirements are adjusted to promote increased test performance on future administrations of the test. For example, in recent years additional case studies have been assigned during candidates' second year in the program, changes have been made in the weekly log assignment, and increased emphasis has been placed on scheduling activities.

2. Standards Alignment

Although the SLLA is aligned with the ELCC standards and their corresponding elements, test results only serve as a good *overall* indicator of standards-based content knowledge in school administration. SLLA test results are not reported by standard, and all of the standards are not referenced in any given test administration. Scoring protocols, however, assess the test taker's attention to *some* standard elements in all test forms. Furthermore, test forms and the performance standards addressed in the subtests of each test form vary for different test administrations.

3. Analysis of Findings

Candidates have demonstrated consistently that the school administration preparation experiences received at Trinity have sufficiently equipped them for gaining state licensure as measured by results on the SLLA. As the number of schools that do not require the SLLA continues to grow in our area, (e.g., private, charter, parochial schools) fewer candidates are electing to take the test or

to have the scores sent to Trinity. The test results received from candidates have decreased from 18 examinees in 2011-2012 to 13 examinees in 2012-2013 to 7 examinees in 2013-2014. Over the past 3 years that have been examined, candidates have performed at a passing rate of 100 percent, 92 percent, and 86 percent respectively, placing them in good standing to qualify for the DC state administrative credential, the Virginia state endorsement, and nearby Maryland's certification in administration.

The average performance range of Trinity's candidates was 163-175 in 2011-2012, 166-178 in 2012-2013, and 159 -180 in 2013-2014. Although the spread of Trinity's scores is wider than the national spread, some of Trinity's candidates scored above the national range with scores of 188, 178, and 188 out of a highest possible score of 200 in 2011-2012, 2012-2013, and 2013-2014 respectively. Candidates consistently reveal their best performance on the subtest comprised of multiple-choice questions about collaborating with key stakeholders. The percent of candidates scoring correctly at Trinity surpassed the state and national average with 84 percent in 2011-2012 and was equal to the state and national average at 81 percent for 2012-2013 and for 2013-2014. In 2013-2014, scores dropped to 66 percent, which was seen also in the state scores at 68 percent and at 72 percent nationally.

The performance of candidates from Trinity on the subtest, The Educational System (Constructed Response), has shown the greatest difference between the candidates and the state and national average for 2011-2012 and 2012-2013. In 2011-2012, 61 percent of our candidates scored correctly while 69 percent from the state and 70 percent from the national average scored correctly. In 2012-2013, 58 percent of our candidates scored correctly while 68 percent for the state, and 70 percent for the national average scored correctly. In 2013-2014, the greatest difference between the candidates and the state and national averages continued to be seen on The Educational System (Constructed Response) subtest. On this subtest, 53 percent of our candidates scored correctly while 68 percent for the state and 72 percent for the national average were reported. Additional case studies and scenarios have been assigned in candidates' second year in order to better prepare for this section of the exam. There is a continuous focus on writing with strict adherence to the writing rubric. Also, as part of the internship experience, candidates are required to accumulate internship hours while serving on the school improvement or data-wise teams.

4. Evidence of Meeting the Standard

The SLLA measures whether entry-level education leaders have the standards-relevant knowledge believed necessary for competent professional practice. Performance data from the SLLA are reviewed by faculty to determine relative instructional strengths and weaknesses. Candidates' high pass rates provide evidence that mastery of content knowledge about the 2011 ELCC Standards has been successfully achieved.

5a. Assessment Tool

The School Leaders Licensure Assessment (Code 6011) is a four-hour assessment and is comprised of 100 multiple-choice questions in Section I and 7 constructed-responses in Section II:

Section I:

I-A. The Vision and Goals subtest makes up 12 percent of the examination, which consists of approximately eighteen (18) questions out of the 100 questions in the multiple-choice section. Candidates read questions or statements, which are followed by four suggested answers or completions. Candidates select the answer that is best in each case. Candidates are expected to respond based on their knowledge of content areas such as analyzing multiple sources of information and data, implementing a vision and goals with high, measurable expectations for all stakeholders, and gaining a shared commitment to implement the vision and goals and how to have continuous improvement toward the vision and goals.

II- A. The Teaching and Learning subtest, which makes up 18 percent of the examination questions, has approximately twenty-five (25) multiple-choice questions that are designed to require candidates to respond based on their knowledge of content and practice about the creation of a building culture, a rigorous curriculum and instruction, assessments, and accountability.

III. The Managing Organizational Systems and Safety subtest is 10 percent of the examination with approximately fifteen (15) multiple-choice questions. Candidates read questions or statements which require them to respond based on their knowledge and practice about management of an operational system, aligning and obtaining fiscal and human resources, and providing protection for the welfare and safety of students and staff.

IV. The Collaborating with Key Stakeholders subtest is fifteen (15) percent of the examination with approximately 21 questions. Candidates are to respond to questions or statements that show their knowledge and practice of collaboration with families and other community members, identifying community interests and needs, and maximizing community resources.

V. The Ethics and Integrity subtest is fifteen (15) percent of the examination and has approximately 21 questions. The candidates are expected to respond based on their knowledge and practice of ethical behavior, personal values and beliefs, and high standards for self and others.

Section II

VI. The Education System subtest is made up of approximately two (2) constructed-response questions and is 10 percent of the examination. The questions focus on internal and external advocacy. Scoring of the Constructed Response Questions is based on a 0 to 3 point scale based on the candidate's demonstration of thoroughly understanding, basic/general understanding, limited understanding, and little or no understanding of the topic to be discussed.

I - B. The Vision and Goals (Constructed response) subtest is made up of approximately two (2) questions and is 8 percent of the examination. This portion of the assessment is made up of scenarios and questions that require candidates to respond with in-depth explanations on particular topics with a focus on Implementation of vision and goals and data planning.

II - B The Teaching and Learning (Constructed response) subtest is made up of approximately three (3) questions and is approximately 12 percent of the test. Candidates respond to scenarios

and questions that show their knowledge and skills about professional culture, curriculum and instruction, and assessment and accountability.

5b. Scoring Rubrics

Developed and used by ETS, scoring rubrics and a general scoring guide are used to evaluate the responses provided by candidates in relation to identified standards.

5c. Candidate Data Derived from the Assessment

The tables below provide a summary of the test performance of Trinity’s MSA candidates for the last three consecutive years:

MEDIAN SCORE ANALYSIS			
*DC cut score = 163; Maryland = 165; Virginia = 163			
	Percentage Passed	Percentage Not Passed	Median Score
2011 - 2012	100	0	170
2012 - 2013	92	8	175
2013 - 2014	86	14	171
			Total Tested
			8
			13
			7

School Leaders Licensure Assessment Detailed Score Information						
	Test Category	Points Available Range	Institution Average % Correct	State-wide Average % Correct	National Average % Correct	
2011 - 12	Vision and Goals	14	70	74	76	
	Teaching and Learning	20 - 21	68	76	76	
	Managing Organizational Systems and Safety	12 - 13	77	75	77	
	Collaborating with Key Stakeholders	16 - 17	84	81	80	
	Ethics and Integrity	15 - 17	77	65	68	
	The Education System (CR)	12	61	69	70	
2012 - 13	Vision and Goals (CR)	12	58	60	60	
	Teaching and Learning (CR)	18	58	65	66	
	Vision and Goals	14	71	76	75	
	Teaching and Learning	19 - 24	76	77	75	
	Managing Organizational Systems and Safety	12 - 13	79	82	79	
	Collaborating with Key Stakeholders	14 - 17	81	81	81	
2012 - 13	Ethics and Integrity	15 - 17	79	82	77	
	The Education System (CR)	12	58	68	70	
	Vision and Goals (CR)	12	71	72	64	
	Teaching and Learning (CR)	18	67	73	70	

2013 – 14	Vision and Goals	14	82	76	76
	Teaching and Learning	19-24	74	76	77
	Managing Organizational Systems and Safety	12-13	81	77	77
	Collaborating with Key Stakeholders	14-17	81	82	81
	Ethics and Integrity	15-17	82	81	78
	The Education System (CR)	12	66	68	72
	Vision and Goals (CR)	6-12	56	61	63
	Teaching and Learning (CR)	18	53	68	72

SECTION IV: EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 2 (Required) Content Knowledge

Leadership Module Final Exam

1. Description of the Assessment.

During one of the first courses in the Educational Leadership program, EDAD 601, Leadership, Management, and Supervision, candidates learn many of the theories, models, and principles of school leadership. The final exam consists of three (3) essay questions that assess the content knowledge of the candidates related to managing the organization, operations, and resources of an organization. Candidates are given 2 1/2 hours to complete the exam.

2. Standards Alignment

Each of the essay questions is designed to allow candidates to demonstrate their knowledge of specific ELCC standards and has specific alignment to the standards:

- Question #1 addresses Managing the Organization (ELCC element 3.1)
- Question #2 addresses Managing Operations (ELCC element 3.2)
- Question #3 addresses Managing Resources (ELCC element 3.3).

3. Analysis of Findings

This assessment has been revised to reflect alignment with the ELCC standards. Our candidates have met the standards for the three years of previously submitted data. Using the revised assessment, our candidates continue to perform at the highest level of the three levels used to measure their competency.

4. Evidence of Meeting the Standard

This is one of the first courses in the Educational Administration Program and candidates are expected to learn many of the theories, models and principles of effective school leadership. In the assessment, each of the essay questions is specifically aligned to the standards and is designed to allow candidates to demonstrate their knowledge of the specific ELCC elements. A majority of candidates demonstrated an excellent ability to perform the knowledge and skills found in the ELCC standard elements 3.1, 3.2, and 3.3. Faculty will continue to monitor candidate results on this assessment. Due to the limited number of candidate data, we do not see a need to make any program changes at this time. Faculty will provide remedial assistance to the three candidates who did not perform at proficient levels on this assessment.

5a. Assessment Tool

Leadership Interview Questions

You are to interview a principal with three or more years of experience, using the following questions as the basis for the interview; then, integrate the responses into your final exam essay questions. You are to ask poignant questions so that you have sufficient information to complete the assessment. *(FYI: Prior to the interview, you are to do a background investigation on your principal by going to his/her school's/District's homepage to review available data on the school such as attendance, discipline, budget, staffing, and adequate yearly progress results via the Freedom of Information Act).*

1. What strategies do you use to optimize learning for all students?
2. What data-based systems does your school district provide to the local schools?
3. How is data useful in helping you reach those students who may otherwise be left behind or fall through the cracks?
4. Can you think of an instance where the use of research and data-driven decision-making yielded more effective results for your school?
5. How do you get the best mileage out of the limited resources you have to promote student achievement?
6. Many principals view time management as one of their most critical challenges. Do you have your own formula for managing time?

5a. Assessment Tool

Final Exam

1. Discuss how to monitor and evaluate school management and operational systems by describing organizational models, principles and legal resources that will assist an effective leader in providing a school culture that is safe, efficient, and effective and recognizes legal restraints. Give examples of how you would execute these models and principles and how the marketing and public relations for the school would be managed. (ELCC Standard 3.1)
2. Describe how an effective leader efficiently uses human, fiscal, and technological resources to manage his/her school operations. Include descriptions, methods, and procedures for strategic management of human capital, school operations, and school facilities as well as technology and management systems. (ELCC Standard 3.2)
3. Outline the process steps that an effective school leader would follow to create a school-wide plan to establish a safe and secure learning environment. Include strategies that would be used to support the development of self-management, civic literacy, and positive leadership skills among students.(ELCC Standard 3.3)

5b. Scoring Rubric for Final Exam

Task	Approaches the Standard 1	Meets the Standard 2	Exceeds the Standard 3
<p>Discuss your understanding of how to monitor and evaluate school management and operational systems by describing organizational models, principles and legal resources that will assist an effective school leader in providing a school culture that is safe, efficient, and effective and recognizes legal restraints. Give examples of how you would execute these models and principles and how the marketing and public relations for the school would be managed. (3.1)</p>	<p>Response only provided evidence of a surface understanding of one aspect of how to monitor and evaluate the school management and/or operational systems. Response failed to provide an adequate description of a model, principle, or legal resource in the management of the school organization and operational systems. Response failed to provide an adequate explanation of how marketing and public relations would be managed.</p>	<p>Response provided evidence of a basic understanding of how to monitor and evaluate the school management and/or operational systems. Response included one model, principal or legal resource in the management of the school organization and operations. Response included one explanation of how marketing and public relations would be managed.</p>	<p>Response provided evidence of a comprehensive understanding of how to monitor and evaluate the school management and/or operational systems. Response included more than one model, principle or legal resource in the management of the school organization and operations. Response included at least one description of how marketing and public relations would be managed.</p>
<p>Describe how an effective leader efficiently uses</p>	<p>Response only provided evidence of a surface</p>	<p>Response provided evidence of a basic understanding of how</p>	<p>Response provided evidence of a comprehensive</p>

<p>human, fiscal, and technological resources, to manage his/her school operations. Include in your description, methods and procedures for strategic management of human capital, school operations, and school facilities as well as technology and management systems. Be sure to show how the alignment of resources can be used to build school priorities and forecast resource requirements for the school. (3.2)</p>	<p>understanding of a single aspect of how to efficiently use human, fiscal, and technological resources to manage a school. Response failed to fully discuss the methods and procedures for managing the resources, failed to address alignment of resources and management of technology systems in school.</p>	<p>human resources, fiscal and technological resources can be used efficiently in schools. Response provided one method and/or procedure for managing school resources, including the strategic management of human capital, school operations and facilities, the alignment of resources based on the school's priorities and forecasting resource needs, and the management of technology in the school.</p>	<p>understanding of how to use human, fiscal and technological resources efficiently to manage a school including more than one method and/or procedures used to manage school resources including the strategic management of human capital, school operations and facilities, the alignment of resources based on the school's priorities and forecasting resource needs, and the management of technology in the school.</p>
<p>Outline the process steps that an effective school leader would follow to create a school-wide plan to establish a safe and secure learning environment. Include strategies that would be used to support the development of self-management, civic literacy, and positive leadership skills among students. Include in your answer specific school strategies for</p>	<p>Response only provided evidence of a surface understanding of how school-based policies and procedures promote the welfare and safety of students and staff. Response failed to provide strategies about prevention, crisis management and public relations, crisis management and public relations, strategies that support student development in self-management, civic literacy and positive skills in leadership, discipline management policies and plans.</p>	<p>Response provided evidence of a basic understanding of how school strategies support safe and secure learning environments. Response provided one strategy about prevention, crisis management and public relations; one strategy that is used to support student development in self-management, civic literacy and positive skills in leadership; and the management of discipline through policies and plans.</p>	<p>Response provided evidence of a comprehensive understanding of school-based policies and procedures that protect the welfare and safety of students and staff. Response included more than one strategy designed to support a safe and secure learning environment including prevention, crisis management and public relations. Response included at least one strategy used in the development of self-management, civic literacy,</p>

supporting safe and secure learning environments including prevention, crisis management, and public relations. (3.3)			positive leadership skills and management of discipline through policies and plans.
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5c. Assessment for Essay Questions: A measure of each candidate's ability to impact student learning by effectively managing the organization, operations, and resources.

FALL 2015 N = 17

Standards	Approaches the Standard 1		Meets the Standard 2		Exceeds the Standard 3	
	#	%	#	%	#	%
ELCC 3.1	0	0	6	35	11	65
ELCC 3.2	2	11	4	24	11	65
ELCC 3.3	1	5	4	24	12	71

SECTION IV – EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 3 (Required) Professional Knowledge, Skills and Dispositions

Instructional Supervision Research Project

1. Description of the Assessment

In EDAD 608, Teaching and Learning, The Instructional Supervision Research Project is the culminating assignment and encompasses the following themes:

- The School Vision
- Establishing School Goals
- Setting Instructional Priorities
- Supporting the Marginal Teacher
- Professional Development

This comprehensive assessment project is designed to simulate the connection between the school administrator’s responsibility for developing a vision of learning for the school supported by the school community with improving teacher performance and student learning.

2. Standards Alignment

The Instructional Supervision Research Project is specifically aligned with the following ELCC standards:

- 1.1 Develop, articulate, implement, and steward a shared vision of learning
- 1.2 Collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals
- 1.3 Promote continual and sustainable school improvement
- 1.4 Understand and evaluate school progress and revise school plans supported by school stakeholders
- 2.3 Develop and supervise the instructional and leadership capacity of the staff

3. Analysis of Findings

This assessment has been revised to reflect alignment with the ELCC standards. Data from three years of previous assessments show that candidates, each year, met or exceeded the standards. In our current data for Fall 2015, 100% of the 5 candidates who took the assessment received scores in the competency rating of “Exceeds the Standard” on each element of the standard.

4. Evidence of Meeting the Standard

Overall, candidate performance has always been good on this assessment and it continues on the revised assessment. The candidates demonstrated an excellent ability to perform the leadership skills found in the ELCC standard elements 1.1,1.2,1.3,1.4 and 2.3. Faculty will continue to

monitor candidate results on this assessment. Due to the limited number of candidate data, we do not see a need to make any program changes at this time.

5a. Assessment Tool

Directions to Candidates:

Part I: You are to develop a *Vision Paper* which clearly outlines the following:

- 1.) Show your understanding of collaboratively developing, articulating, implementing and stewarding a shared vision of learning for your school. (1.1)
- 2) Include how you would collect and use data to identify the school's goals, to check the effectiveness of the instructional program and to create and implement plans to achieve school goals. (1.2)
3. Address how your school would promote continual and sustainable school improvement. (1.3)
4. Discuss the process that you would use to evaluate your school's progress and how you would revise the school plans supported by the school's stakeholders. (1.4)

Part II: You are to develop an *Instructional Supervision Plan* to address the needs of the marginal teacher. In this plan, you must clearly show how you would develop and supervise the instructional and leadership capacity of the staff in your school. (2.3)

The plan should incorporate the tenets of the school vision and establish a foundation for the expectations held for teaching and learning in the school. You are to assume the role of a school principal (elementary, middle, or high school) of a staff of 50 teachers, five (5) of whom are less than effective teachers and are in need of critical supervision and coaching. You are to prepare a plan for providing them with the necessary supports to include the following:

- motivational strategies to provide individual assistance,
- a list of resource personnel (in and out of the school) who are available to assist,
- feedback/evaluation instruments, and
- a list of reference sources to which the teachers will be referred

TASKS/ACTIVITY	APPROACHES THE STANDARD 1	MEETS THE STANDARD 2	EXCEEDS THE STANDARD 3
<p>Part I. Develop a <i>Vision Paper</i> which shows your understanding of collaboratively developing, articulating, implementing, and stewarding a shared vision of learning for your school. (1.1)</p>	<p>Response demonstrated no leadership skills in any of the following: a design and support for a collaborative process for developing and implementing a school vision; articulation of a vision of learning that is characterized by a respect for students and their families and community partnerships; development of a comprehensive plan for communicating the school vision to appropriate school constituencies.</p>	<p>Response demonstrated leadership skills in a majority of the following: a design and support for a collaborative process for developing and implementing a school vision; articulation of a vision of learning that is characterized by a respect for students and their families and community partnerships; development of a comprehensive plan for communicating the school vision to appropriate school constituencies.</p>	<p>Response demonstrated leadership skills in all of the following: a design and support for a collaborative process for developing and implementing a school vision; articulation of a vision of learning that is characterized by a respect for students and their families and community partnerships; development of a comprehensive plan for communicating the school vision to appropriate school constituencies.</p>
<p>Your paper is to include how you would collect and use data to identify the school's goals, to check the effectiveness of the instructional program and to create and implement plans to achieve school goals. (1.2)</p>	<p>Response demonstrated no leadership skills in any of the following: development and use of evidence-centered research strategies and strategic planning processes; creation of school-based strategic and tactical goals; collaboratively developed implementation plans to achieve those goals, and the development of a school</p>	<p>Response demonstrated leadership skills in a majority of the following: development and use of evidence-centered research strategies and strategic planning processes; creation of school-based strategic and tactical goals; collaboratively developed implementation plans to achieve those goals and the development of a school</p>	<p>Response demonstrated leadership skills in all of the following: development and use of evidence-centered research strategies and strategic planning processes; creation of school-based strategic and tactical goals; collaboratively developed implementation plans to achieve those goals and the development of a school</p>

	improvement plan that aligned with district improvement plans.	improvement plan that aligns to district improvement plans.	improvement plan that aligns to district improvement plans.
Address how your school would promote continual and sustainable school improvement. (1.3)	<p>Response demonstrated no leadership skills in any of the following:</p> <ul style="list-style-type: none"> identifying strategies or practices to build organizational capacity that promote continuous and sustainable school improvement, designing a transformational change plan at the school level. 	<p>Response demonstrated leadership skills in a majority of the following:</p> <ul style="list-style-type: none"> identifying strategies or practices to build organizational capacity that promote continuous and sustainable school improvement, designing a transformational change plan at the school level. 	<p>Response demonstrated leadership skills in all of the following:</p> <ul style="list-style-type: none"> identifying strategies or practices to build organizational capacity that promote continuous and sustainable school improvement, designing a transformational change plan at the school level.
Discuss the process that you would use to evaluate your school's progress and how you would revise the school plans supported by the school's stakeholders.(1.4)	<p>Response demonstrated no leadership skills in any of the following:</p> <ul style="list-style-type: none"> developing of a school plan to monitor program development and implementation of school goals, constructing an evaluation process to assess the effectiveness of school plans and program, ability to interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders. 	<p>Response demonstrated leadership skills in a majority of the following:</p> <ul style="list-style-type: none"> developing a school plan to monitor program development and implementation of school goals; constructing an evaluation process to assess the effectiveness of school plans and program and the ability to interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders. 	<p>Response demonstrated leadership skills in all of the following:</p> <ul style="list-style-type: none"> developing a school plan to monitor program development and implementation of school goals; constructing an evaluation process to assess the effectiveness of school plans and program and the ability to interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.

<p>Part II Develop an <i>Instructional Supervision Plan</i> to address the needs of the marginal teacher and to show how you would develop and supervise the instructional and leadership capacity of your staff. (2.3)</p>	<p>Response demonstrated no leadership skills in any of the following:</p> <p>working collaboratively with school staff to improve teaching and learning, designing the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; and the designing of professional growth plans to increase the capacity of school staff and leaders that reflect national professional development.</p>	<p>Response demonstrated leadership skills in a majority of the following:</p> <p>working collaboratively with school staff to improve teaching and learning, designing the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; and the designing of professional growth plans to increase the capacity of school staff and leaders that reflect national professional development.</p>	<p>Response demonstrated leadership skills in all of the following:</p> <p>working collaboratively with school staff to improve teaching and learning, designing the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; and the designing of professional growth plans to increase the capacity of school staff and leaders that reflect national professional development.</p>
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5c. Candidate Data Derived from the Assessment

Candidate performance for FALL 2015:

FALL 2015 N= 5

Standards	APPROACHES THE STANDARD 1		MEETS THE STANDARD 2		EXCEEDS THE STANDARD 3	
	#	%	#	%	#	%
ELCC 1.1	0	0	0	0	5	100
ELCC 1.2	0	0	0	0	5	100
ELCC 1.3	0	0	0	0	5	100
ELCC 1.4	0	0	0	0	5	100
ELCC 2.3	0	0	0	0	5	100

SECTION IV – EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 4 (Required) Professional Knowledge, Skills and Dispositions

The Internship Evaluation

1. Description of the Assessment

The Educational Administration program is committed to providing extensive opportunities for candidates to practice the leadership knowledge acquired from their in-class activities. Therefore, candidates are required to successfully complete four (4) semesters of an administrative internship which begins at the start of the first semester. The internship assignment provides candidates with substantial practitioner experience, organized around planned intern activities that increase in time, commitment, and complexity over time.

The Internship Evaluation is used to assess the level of competency demonstrated by candidates in the administrative internship. The evaluation is conducted using a written instrument with input provided by the three-parties involved: the candidate; the on-site Mentor (usually the school principal); and the Trinity University Supervisor, who assigns the final grade. The evaluation is completed based on personal observation and examination of the candidate's Internship notebook (a collection of materials, documentations, and reflections regarding each internship experience/activity. In the notebook, candidates must reflect the knowledge, skills and dispositions expected throughout the program. Students are expected to synthesize and apply information to each internship task that is reflective of the ELCC standards and their program of study.

Data is compiled from the Internship Evaluation at the end of each semester of Years I and II, although an informal mid-year evaluation is conducted between the candidate, the on-site Mentor, and the Trinity University Supervisor so that interim feedback can be made available to the intern for possible adjustments in the internship going forward. Candidates receive a grade each semester for the internship.

The administrative internship is an extensive, standards-based experience which provides candidates sufficient time on task with exposure to and engagement in relevant and a realistic range of site responsibilities supported by effective mentor practitioners. Candidates work with mentors who have demonstrated skills and who have been trained as mentors. (Standard 7.3) Candidates work in multiple settings to broaden the overall experience of the internship and to strength skills in working with diverse populations.

It is expected that candidates will gain knowledge of the operational and administrative procedures of the internship site. They will progressively take greater responsibility for leadership, guiding others, and making administrative decisions. Activities will require professional skills (organization, leadership, human relations, teaching, writing, evaluation, advocacy, etc.) in direct and indirect involvement with staff, students, parents, and community leaders. Flexible arrangements, such as intensive shadowing experiences and independent work projects, are encouraged. Candidates will complete the internship with increased skills, broader knowledge, and greater ability to apply appropriate techniques to the duties of an effective administrator. (Standard 7.1)

1. Candidates will spend a minimum of 360 hours on related internship responsibilities.

Increasingly challenging experiences will be scheduled for the intern, with time allowed toward the end of the internship for serving on a full-time basis. (Standard 7.1, 7.2)

2. Candidates will apply the skills and knowledge articulated by the state, local, and national (ELCC) standards for school leaders and will document those activities in a portfolio which is completed in the second year at the completion of the program. (Standards 7.1, 7.2)

3. Candidates will build upon their individual strengths and needs to enhance their ability to work in unfamiliar aspects of leadership and management. (Standards 7.1, 7.2)

4. Candidates will plan the internship activities in collaboration with the on-site Mentor (principal or assistant principal) and the Trinity University Supervisor. Together, the three parties will design experiences to provide the candidate with supervised opportunities to acquire and apply the skills, knowledge, and research required by the ELCC standards. These will include a variety of skill areas, such as: budget and finance, community involvement, parental conferencing, facilities management, custodial services, food service operations, master scheduling, peer observation, staff development, school bus operations, and central administration mandates. The University Supervisor will work with the on-site Mentor in establishing a supportive, mentoring relationship with the candidate, as needed. The University Supervisor will collaborate with the on-site Mentor by reviewing the intern evaluation as a part of issuing a final grade for the internship experience (Standards 7.1, 7.2)

6. The intern evaluation instrument is structured to align with the *2011 ELCC Educational Leadership Program Standard elements* and the unit goals of Trinity's School of Education, which both address candidate abilities in the area of professional ethics.

The intern evaluation form addresses candidates' competency in all of the ELCC standards, however, Standard 5.0 requires the evaluator to rate the candidate on professional ethics:

The candidate demonstrates the ability to act:

- *With integrity and fairness to ensure that schools are accountable for every student's academic and social success. (Standard 5.1),*
- *With understanding and can model principles of self-awareness, reflective practice, transparency and ethical behavior (Standard 5.2)*
- *With understanding and ability to safeguard the values of democracy, equity and diversity (Standard 5.3)*
- *Understand and ability to evaluate the potential moral and legal consequences of decision making (Standard 5.4)*
- *Understand and ability to promote social justice within the school to ensure that individual student needs inform all aspects of schooling. (Standard 5.5)*

Additionally, the internship evaluation rates each candidate on competence in applying the ELCC Standards in the real setting:

The candidate demonstrates appropriate knowledge, skills, and dispositions related to the critical areas required for school leaders:

- *School Vision of Learning Supported by the Community (Standard 1)*
- *Positive School Culture and Environment for Learning (Standard 2)*
- *Management of Organizational Operations and Resources to Support Student Needs (Standard 3)*
- *Collaboration with Family and Community Partnerships (Standard 4)*
- *Professional Ethics (Standard 5)*
- *Understands the Global Context (Standard 6)*
- *Overall Internship Performance (Standard 7)*

2. Alignment of Assessment with Standards: This assessment is aligned to the ELCC standard elements 1.0 through 7.0.

3. Analysis of Findings

This assessment has been revised to reflect alignment with the ELCC standards. The assessment covers the standard elements from 1.0 through 7.0 with a requirement that the evaluator rate each candidate on professional ethics for standard 5.0. Data results from the previous semesters indicated that candidates scored in the proficient or advanced level of performance on the assessment for Standard 5.0. Data results for this first administration of the revised assessment for Standard 5.0 shows that of the 38 candidates, 100% of them scored in the met or exceeds the standard level of performance.

In the overall performance on the Intern Evaluation on this first application of the revised alignment with the standards elements, candidates continued to score in the level of competency that met or exceeded the standard. The one student who did not meet the level of competency will receive remedial assistance to bring the performance to an acceptable level.

4. Evidence of Meeting the Standard

Overall, candidate performance was good on this first application of the revised assessment as reported in the following data tables. The scoring of the assessment for Standard 5.0 used individual percentages gained from the candidate's performance as reported by the on-site mentor's perception of whether the candidate successfully met the ELCC standard 5.0 for professional ethics. Faculty's review of the data from the Intern Evaluation provided clear evidence that candidates in the school administration program are demonstrating mastery of the standards assessed. The triangulation of the Internship Evaluation process and the frequency in administration of this evaluation instrument add further reliability to the assessment results.

5a. Assessment Tool

**TRINITY WASHINGTON UNIVERSITY
SCHOOL OF EDUCATION
Educational Leadership Cohort Program
INTERNSHIP EVALUATION**

Intern	On-Site Mentor	
Internship Period	Position	

Instructions

Consider each evaluation factor using the rubric attached. For each task/activity, select the number that best describes the greatest degree of demonstration of the ELCC standard element with 3 being the greatest degree and 1 being the least. Your explanatory comments are very valuable in evaluating the Administrative Intern, therefore items 12 – 14 request additional information. If more space is needed, please attach extra pages or use the back of the form.

Part I: Standards for School Leaders

TASKS/ACTIVITY	APPROACHES THE STANDARD 1	MEETS THE STANDARD 2	EXCEEDS THE STANDARD 3	Enter number for competency (1, 2, or 3)
Develop a vision (1.1a)	Little to no evidence of candidate's ability to develop a vision for learning	Candidate adequately demonstrated the ability to develop a vision for learning	Candidate demonstrated the ability to develop a comprehensive and fully developed vision for learning	
Articulate the vision (1.1b)	Little to no evidence of candidate's ability to articulate a vision for learning	Candidate adequately demonstrated the ability to articulate a vision for learning	Candidate demonstrated the ability to thoroughly and fully articulate a focused vision for learning	

<p>Implement the vision (1.1c)</p>	<p>Little to no evidence of candidate's ability to develop plans for implementing a vision</p>	<p>Candidate adequately demonstrated the ability to develop a plan for implementing a vision</p>	<p>Candidate demonstrated the ability to develop a comprehensive and fully developed plan for implementing a vision</p>	
<p>Stewardship of the vision (1.1d)</p>	<p>Little to no evidence of candidate's ability to assume stewardship of the vision</p>	<p>Candidate adequately demonstrated the ability to assume stewardship of the vision</p>	<p>Candidate demonstrated an ability to completely and fully assume stewardship of the vision</p>	
<p>Use evidence-centered research strategies and strategic planning processes (1.2)</p>	<p>Little to no evidence of candidate's use of evidence-centered research strategies and strategic planning processes</p>	<p>Candidate adequately demonstrated the ability to use evidence-centered research strategies and strategic planning processes</p>	<p>Candidate demonstrated the ability to completely and fully use evidence-centered research strategies and strategic planning processes</p>	
<p>Utilize strategies or practices to build capacity for continuous and sustainable school improvement (1.3)</p>	<p>Little to no evidence of candidate's ability to utilize strategies or practices to build capacity for sustainable school improvement</p>	<p>Candidate adequately demonstrated the ability to utilize strategies or practices to build capacity for sustainable school improvement</p>	<p>Candidate demonstrated the ability to completely and fully utilize strategies or practices to build capacity for sustainable school improvement</p>	
<p>Evaluate school progress and revise plans with support of stakeholders(1.4)</p>	<p>Little to no evidence of candidate's ability to monitor and evaluate school progress and revise school plans as needed</p>	<p>Candidate adequately demonstrated the ability to monitor and evaluate school progress to revise school plans as needed</p>	<p>Candidate completely and fully provided monitoring and evaluation of school progress to revise school plans</p>	

<p>Promote positive school culture (2.1)</p>	<p>Little to no evidence of candidate's ability to assess the school culture using multiple methods and implementing appropriate strategies to build on the diversity of the school community to improve its culture and instructional programs</p>	<p>Candidate adequately demonstrated the ability to assess the school culture using multiple methods and implementing appropriate strategies to build on the diversity of the school community to improve its culture and instructional programs</p>	<p>as needed</p> <p>Candidate provided evidence of completely and fully assessing the school culture using multiple methods and implementing appropriate strategies to build on the diversity of the school community and to improve its culture and instructional programs</p>	
<p>Provide effective instructional programming (2.2)</p>	<p>Little to no evidence of candidate's ability to develop and/or implement activities that improved the instructional program</p>	<p>Candidate adequately demonstrated the ability to develop and/or implement activities that improved the instructional program</p>	<p>Candidate provided evidence of completely and fully developing and/or implementing activities that improved the instructional program</p>	
<p>Use differentiated instructional strategies, curriculum materials and technology to maximize high-quality instruction.(2.3a)</p>	<p>Little to no evidence of candidate's ability to use differentiated instructional strategies, curriculum materials and technologies to maximize high-quality instruction</p>	<p>Candidate adequately demonstrated the ability to use differentiated instructional strategies, curriculum materials and technologies to maximize high-quality instruction</p>	<p>Candidate provided evidence of completely and fully using differentiated instructional strategies, curriculum materials and technology to maximize high-quality instruction</p>	
<p>Design comprehensive professional growth</p>	<p>Little to no evidence of candidate's ability to</p>	<p>Candidate adequately demonstrated the ability to</p>	<p>Candidate completely and fully</p>	

<p>plans (2.3b)</p>	<p>design comprehensive professional growth plans</p>	<p>design comprehensive professional growth plans</p>	<p>provided evidence of the ability to design comprehensive professional growth plans</p>	
<p>Promote technology to support teaching and learning (2.4)</p>	<p>Little to no evidence of candidate's ability to promote technology to support teaching and learning</p>	<p>Candidate adequately demonstrated the ability to promote technology to support teaching and learning</p>	<p>Candidate completely and fully provided evidence of the ability to promote technology to support teaching and learning</p>	
<p>Evaluate school management and operational systems (3.1)</p>	<p>Little to no evidence of candidate's ability to develop action plans for focusing on effective organization and management of student learning</p>	<p>Candidate adequately demonstrated the ability to develop action plans for focusing on effective organization and management of student learning</p>	<p>Candidate completely and fully provided evidence of the ability to develop action plans for focusing on effective organization and management of student learning</p>	
<p>Use human, fiscal and technological resources to manage school operations (3.2)</p>	<p>Little to no evidence of candidate's ability to manage time and human resources to promote student learning.</p>	<p>Candidate adequately demonstrated the ability to manage time and human resources to promote student learning</p>	<p>Candidate completely and fully demonstrated the ability to manage time and human resources to promote student learning</p>	
<p>Promote school-based policies and procedures to provide safety for students and staff (3.3)</p>	<p>Little to no evidence of candidate's ability to understand and utilize policies and procedures to promote safety for students and staff</p>	<p>Candidate adequately demonstrated the ability to understand and utilize policies and procedures to promote safety for students and staff</p>	<p>Candidate completely and fully demonstrated the ability to understand and utilize policies and procedures to promote safety for</p>	

<p>Use school staff in decision making processes (3.4)</p>	<p>Little to no evidence of candidate's ability to use school staff in decision-making processes</p>	<p>Candidate adequately demonstrated the ability to use school staff in decision-making processes</p>	<p>students and staff</p>	
<p>Manage time and human resources to promote student learning. (3.5)</p>	<p>Little to no evidence of candidate's ability to manage time and human resources to promote student learning</p>	<p>Candidate adequately demonstrated the ability to manage time and human resources to promote student learning</p>	<p>Candidate completely and fully demonstrated the ability to manage time and human resources to promote student learning</p>	
<p>Collaborate with faculty and community members (4.1)</p>	<p>Little to no evidence of candidate's ability to collaborate with families and community members to promote student learning</p>	<p>Candidate adequately demonstrated the ability to collaborate with families and community members to promote student learning</p>	<p>Candidate completely and fully demonstrated the ability to collaborate with families and community members to promote student learning</p>	
<p>Use of community resources within the community (4.2)</p>	<p>Little to no evidence of candidate's ability to utilize diverse resources within the community to promote student learning</p>	<p>Candidate adequately demonstrated the ability to utilize diverse resources within the community to promote student learning</p>	<p>Candidate completely and fully demonstrated the ability to utilize diverse resources within the community to promote student learning</p>	
<p>Develop positive school relationships with families and caregivers (4.3)</p>	<p>Little to no evidence of candidate's ability to develop positive school relationships with families and caregivers.</p>	<p>Candidate adequately demonstrated the ability to develop positive school relationships with families and caregivers</p>	<p>Candidate completely and fully demonstrated the ability to develop positive school relationships with</p>	

Develop productive relationships with community partners to promote their involvement in decision making processes (4.4)	Little to no evidence of the candidate's ability to involve the community partners in the decision-making processes through the development of productive relationships	Candidate adequately demonstrated the ability to involve the community in the decision-making processes through the development of productive relationships	Candidate completely and fully demonstrated the ability to involve the community in the decision-making processes through the development of productive relationships	families and caregivers
Act with integrity and fairness (5.1)	Little to no evidence of candidate's ability to act with integrity and fairness	Candidate adequately demonstrated the ability to act with integrity and fairness	Candidate completely and fully demonstrated the ability to act with integrity and fairness	
Act in an ethical manner (5.2)	Little to no evidence of candidate's ability to act in an ethical manner	Candidate adequately demonstrated the ability to act in an ethical manner	Candidate completely and fully demonstrated the ability to act in an ethical manner	
Act to safeguard values of democracy, equity and diversity (5.3)	Little to no evidence of candidate's ability to act to safeguard values of democracy, equity and diversity	Candidate adequately demonstrated the ability to act to safeguard values of democracy, equity, and diversity	Candidate completely and fully demonstrated the ability to act to safeguard values of democracy, equity, and diversity	
Act to promote moral and legal behavior used in decision-making (5.4)	Little to no evidence of candidate's ability to promote moral and legal behavior used in decision-making	Candidate adequately demonstrated the ability to promote moral and legal behavior used in decision-making	Candidate completely and fully demonstrated the ability to promote moral and legal behavior used in	

			decision-making	
Act to promote social justice with school programs and practices (5.5)	Little to no evidence of candidate's ability to promote social justice in all aspects of schooling	Candidate adequately demonstrated the ability to promote social justice in all aspects of schooling	Candidate completely and fully demonstrated the ability to promote social justice in all aspects of schooling	
Act as an advocate for families and caregivers (6.1)	Little to no evidence of candidate's ability to advocate for families and caregivers.	Candidate adequately demonstrated the ability to advocate for families and caregivers	Candidate completely and fully demonstrated the ability to advocate for families and caregivers	
Act to influence policies, laws, and regulations (6.2a)	Little to no evidence of candidate's ability to act to influence policies, laws, and regulations	Candidate adequately demonstrated the ability to act to influence policies, laws, and regulations	Candidate completely and fully demonstrated the ability to act to influence policies, laws, and regulations	
Advocate for policies and programs that promote equitable learning and students' success. (6.2b)	Little to no evidence of candidate's ability to advocate for policies and programs that promote equitable learning experiences	Candidate adequately demonstrated the ability to advocate for policies and programs that promote equitable learning experiences	Candidate completely and fully demonstrated the ability to advocate for policies and programs that promote equitable learning experiences	
Able to identify and act upon emerging trends and initiatives that impact student learning (6.3)	Little to no evidence of candidate's ability to identify emerging trends and initiatives that impact student learning	Candidate adequately demonstrated the ability to identify emerging trends and initiatives that impact student learning	Candidate completely and fully demonstrated the ability to identify emerging trends and initiatives that impact student learning	

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Part II. Leadership, Knowledge, Skills, and Dispositions

EVALUATION FACTORS	EVALUATION INDICATORS	EVALUATION CONTINUUM
1. Work Habits	<p>Demonstrates dependability, meets deadlines, values teamwork, and is committed to skillful job performance.</p> <p>Demonstrates knowledge of human relations models and issues that support group planning and collaboration for improved student learning, including staff development, shared decision-making, and human resource management.</p>	<p>1 2 3</p> <p>Comments</p> <p>1 2 3</p> <p>Comments</p>
2. Ability to work with others	<p>Demonstrates knowledge of educational theory, research, and practice in the field of school leadership.</p>	<p>1 2 3</p> <p>Comments</p>
3. Professional Knowledge	<p>Demonstrates willingness to work with all the stakeholders in the school. Is able to coordinate several committees and tasks, utilizing people from the diverse groups within the school and local community.</p>	<p>1 2 3</p> <p>Comments</p>
4. Interpersonal Skills	<p>Demonstrate ability to communicate effectively, orally, and in writing, with diverse audiences using a variety of communication techniques.</p> <p>Demonstrates ability to utilize technological tools to enhance student learning and managerial efficiency.</p>	<p>1 2 3</p> <p>Comments</p> <p>1 2 3</p> <p>Comments</p>
5. Communication Skills	<p>Demonstrates a desire to be a</p>	<p>1 2 3</p>
6. Technology Skills		
7. Personal and Professional Growth		

	reflective, continuous learner, open to change, accepting criticism, willing to learn new methods and concepts.	Comments
8. Commitment to Diversity	Demonstrates an appreciation for diverse perspectives, a desire to understand others, and a willingness to take a global point of view.	1 2 3 Comments
9. Commitment to Advocacy	Demonstrates a determination to uphold the rights of <i>all</i> students and their families at the forefront of all school activities.	1 2 3 Comments
10. Overall Performance		1 2 3 Comments
11. Would you recommend this Intern for an administrative position in a school site? YES NO		
12. Please identify those areas where you feel this Intern has shown outstanding ability.		
13. Please identify those areas where you feel this Intern could improve his/her performance.		
14. Additional Comments:		

Signature _____ Position _____ Date _____

5b. Scoring Guide

The on-site mentors and the University Supervisors complete the Intern Evaluation form. The candidate is required to use the Intern Evaluation form to complete a self-assessment of performance during the internship period. The candidate and the on-site mentor discuss the self-assessment and the evaluation which was completed by the on-site mentor. The two supervisors confer on the evaluation and provide meaningful findings to the candidate. The final rating is assigned by the University Supervisor.

The final grade for Internship in Administration is calculated by the University Supervisor with 50 percent based on the Intern Evaluation, 25 percent on course requirements and 25 percent on attendance at the Internship Seminars in the first semester of Year I. In the second semester of Year I, the University Supervisor calculates the final grade based on 50 percent for the Intern Evaluation and 50 percent based on the course requirements. In Year II, the University Supervisor calculates the final grade based on 50 percent for the Intern Evaluation, 25 percent for course requirements, and 25 percent for the Standards Portfolio (Final Project), Part I. In the fourth and final semester, the University Supervisor calculates the final grade based on 50 percent for the Final Project, 25 percent for coursework, and 25 percent for the Intern Evaluation. All activities and requirements of the Administrative Internship are intended to assist aspiring administrators in satisfactorily meeting the 2011 Educational Leadership Program Standards.

STUDENT ASSIGNMENTS CHECKLIST

ASSIGNMENT	CRITERIA	POINTS AVAILABLE	POINTS ASSIGNED	COMMENTS
A. Site Description	Includes mission, clients, programs, activities, physical facility, funding, and other site specific characteristics.	7		
B. Job Description	A description of the job that the student is seeking. Includes duties and responsibilities from the ELCC standards.	5		
C. Goals and Objectives	Includes THREE broad goals aligned with THREE or more ELCC Standards and a minimum of ONE measurable objective and TWO activities for each goal.	9		
D. Weekly Log	Includes a listing of all completed activities and the hours involved. Includes a written reflection with critical analysis of next steps needed for each week's activities. Includes artifacts which document the completion of 60 or more hours of administrative experience.	20		
E. Administrative Development	Includes at least FIVE Administrative Development forms which analyze duties that were most challenging with supporting documentation and reference to course work and standards.	15		
F. Peer Coaching	Includes at least THREE peer coaching activities, identified objectives for each observation, and recommendations. Forms are used for pre-conference, observation and post-observation.	18		
G. Staff Development Bulletins	Includes at least THREE staff development bulletins and/or staff development presentations. Bulletins should be research-based, and reflect site specific needs.	6		
H. Written Report	A self-evaluative, summative report on the internship experience. Includes a reference to each student goal and level of success with goal accomplishment. Includes a description of the intern's experiences with the SEVEN ELCC standards.	20		
TOTAL:		100		

5C. Candidate Data Derived from the Assessment
 Fall 2015 N = 38

Standard 5.0 from Internship Evaluation

ELCC Standards	Approaches the Standard 1		Meets the Standard 2		Exceeds the Standard 3	
	#	%	#	%	#	%
5.1	0	0	5	13	33	87
5.2	0	0	5	13	33	87
5.3	0	0	5	13	33	87
5.4	0	0	5	13	33	87
5.5	0	0	5	13	33	87

FALL 2015 N= 23

Administrative Internship Standards Achievement, Year I

	APPROACHES THE STANDARD 1		MEETS THE STANDARD 2		EXCEEDS THE STANDARD 3	
	#	%	#	%	#	%
Elements	#	%	#	%	#	%
1.1	0	0	17	74	6	26
1.2	0	0	17	74	6	26
1.3	0	0	17	74	6	26
1.4	0	0	17	74	6	26
2.1	0	0	9	39	14	61
2.2	0	0	9	39	14	61
2.3	0	0	9	39	14	61
2.4	0	0	9	39	14	61
3.1	1	4	13	57	9	39
3.2	1	4	13	57	9	39
3.3	1	4	13	57	9	39
3.4	1	4	13	57	9	39
3.5	1	4	13	57	9	39
4.1	1	4	10	43	12	52
4.2	1	4	10	43	12	52
4.3	1	4	10	43	12	52
4.4	1	4	10	43	12	52
5.1	0	0	5	22	18	78
5.2	0	0	5	22	18	78
5.3	0	0	5	22	18	78
5.4	0	0	5	22	18	78
5.5	0	0	5	22	18	78
6.1	1	4	15	65	7	30
6.2	1	4	15	65	7	30
6.3	1	4	15	65	7	30
7.1	1	4	12	52	10	43
7.2	1	4	12	52	10	43
7.3	1	4	12	52	10	43

FALL 2015 N= 15

Administrative Internship Standards Achievement, Year II

STANDARDS	APPROACHES THE STANDARD		MEETS THE STANDARD		EXCEEDS THE STANDARD	
	1		2		3	
	#	%	#	%	#	%
1.1	0	0	0	0	15	100
1.2	0	0	0	0	15	100
1.3	0	0	0	0	15	100
1.4	0	0	0	0	15	100
2.1	0	0	2	13	13	87
2.2	0	0	2	13	13	87
2.3	0	0	2	13	13	87
2.4	0	0	2	13	13	87
3.1	1	6	5	33	9	60
3.2	1	6	5	33	9	60
3.3	1	6	5	33	9	60
3.4	1	6	5	33	9	60
3.5	1	6	5	33	9	60
4.1	1	6	2	13	12	80
4.2	1	6	2	13	12	80
4.3	1	6	2	13	12	80
4.4	1	6	2	13	12	80
5.1	0	0	0	0	15	100
5.2	0	0	0	0	15	100
5.3	0	0	0	0	15	100
5.4	0	0	0	0	15	100
5.5	0	0	0	0	15	100
6.1	1	6	7	47	7	47
6.2	1	6	7	47	7	47
6.3	1	6	7	47	7	47
7.1	1	6	4	27	10	67
7.2	1	6	4	27	10	67
7.3	1	6	4	27	10	67

SECTION IV – EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 5 (Required) Effects on Student Learning

Curriculum/Instruction Project

1. Description of the Assessment

In EDAD 605, Curriculum and Program Development, candidates are assessed on their ability to support student learning and development through the following two tools:

Curriculum/Instruction Project, Curriculum Development (2.2)

The Curriculum/Instruction Project combines the candidate's knowledge of curriculum design with strategies for curriculum reform emphasizing learning theories, learning styles, and effective teaching methods and materials aimed at meeting the needs of diverse learner populations.

Internship Evaluation Year II, Final Project (2.1)

The Internship Evaluation measures the candidate's level of proficiency at the end of the graduate program in creating a *positive school culture and environment for learning* (Standard 2.0).

With this assessment, the candidate demonstrates knowledge of components of a curriculum: design, implementation, and evaluation; principles of effective instruction; and appropriate educational practices.

2. Standards Alignment

Both the *Curriculum and Instruction Project* and the *Internship Evaluation* are aligned to the following ELCC standards:

- Candidates understand and sustain a school culture and instructional program conducive to student learning; (2.1)
- Candidates create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program; (2.2)
- Candidates promote the most effective and appropriate technologies to support teaching and learning. (2.4)

3. Analysis of Findings

This assessment has been revised to reflect alignment with the ELCC standards. Data results from the previous three years shows that candidates, each year, met or exceeded the standards elements. With the revised assessment, 93% of the candidates met or exceeded the standard elements 2.2 and 2.4. Eighty-seven (87) percent met or exceeded the standard element 2.2. The *Internship Evaluation, Year II, Part I*, provides an overall rating of candidate performance on Standard 2.0: School culture and instructional program conducive to student learning. Results on the *Curriculum and Instruction Project* paralleled the results derived from the *Internship Evaluation* item.

Candidates who do not meet the standard are provided extra coaching from the faculty and given supplemental activities to ensure understanding of the information. To support all candidates with the project, they are provided the rubric for self-scoring and given opportunities to select a project that is relevant to their content area or work location. They are given time to submit the project/activity for review and feedback from the professor prior to the due date for the project.

4. Evidence of Meeting the Standard

These assessments were sufficient to provide evidence for candidates' meeting the standards assessed. The fact that there were multiple measures of mastery with different ways of evaluating competencies in this area that were completed by multiple individuals provides a well-rounded evaluation. Mastery of this standard provides evidence that candidates are knowledgeable about curriculum design and the Internship Evaluation, Year II, provides feedback from the practical application of the knowledge and skills of curriculum design, implementation and evaluation. With over 90 percent of the candidates meeting or exceeding the standards, appropriate mastery of Standard 2 is evident.

5a. Assessment Tool

Curriculum and Instruction Project

The purpose of the curriculum and instruction project is to provide an opportunity to put theory into practice. The project is designed to increase your ability to assess instructional programming in order to achieve improved educational outcomes. Because the experience of many candidates enrolled in this course span a Pre-K through Grade 12 educational continuum, candidates will have an opportunity to share their personal teaching expertise with their cohort members. All candidates will, therefore, receive a more global perspective of the existing instructional programs in both elementary and secondary education.

Directions to Candidates:

You are to do the following:

- Conduct a curriculum/instructional project activity related to your specific content area or your current work location, if you are not classroom based. (2.2)
- Identify a curriculum unit of study that has yielded unfavorable results from students. (2.2)
- Analyze the methods, materials, classroom organization, climate, etc., to determine possible reasons for the poor performance. (2.1)
- Disaggregate all relevant data to better understand any variables that may be significant in improving student performance. (2.2)
- Plan to re-teach the unit/lesson using a more expert approach to curriculum implementation. Feel free to re-examine all decisions made in your original planning and utilize the data that you have analyzed to make more informed teaching decisions. (2.2)
- Prepare a written project report. Your written report must include, but need not be limited to, the following components: (2.2)
 - a. Subject/Curriculum Content Area

- b. Intended Audience
 - c. Goal(s)/Objective(s)
 - d. Analysis of Data
 - e. Theoretical Basis for Decision Making
 - f. Discussion of Curriculum Modifications
 - g. Brief Description of the Instructional Activity
 - h. Assessment of Proficiency
- Model the new lessons for your classmates. Provide copies of your lesson plan. Your presentation may take the form of a staged production, media, or PowerPoint presentation. Limit your presentation to 15 minutes. Be prepared to accept constructive feedback from your cohort members. The feedback will assist you in better understanding and applying best practices for student learning. (2.2)
 - Your project will be scored according to the attached rubric.

5b. Scoring Rubric for Assessment 5a.

TASKS/ACTIVITIES	APPROACHES THE STANDARD 1	MEETS THE STANDARD 2	EXCEEDS THE STANDARD 3
<p>To show your understanding and ability to sustain a school culture and instructional program, identify a curriculum unit of study that has yielded unfavorable results from students; analyze the methods, materials, classroom organization, etc. to determine possible reasons for the poor performance. (2.1)</p>	<p>Candidate's response demonstrated no leadership skills in any of the following: Incorporate cultural competence in development of programs, curriculum and instructional practices, ability to monitor school programs and activities to ensure personalize learning opportunities, facilitate the use of appropriate content-based learning materials and learning strategies.</p>	<p>Candidate's response demonstrated leadership skills in a majority of the following: Incorporating cultural competence in development of programs, curriculum, and instructional practices, ability to monitor school programs and activities to ensure personalized learning opportunities, facilitate the use of appropriate content-based learning materials and learning strategies.</p>	<p>Candidate's response demonstrated leadership skills in all of the following: Incorporating cultural competence in development of programs, curriculum, and instructional practices, ability to monitor school programs and activities to ensure personalized learning opportunities, facilitate the use of appropriate content-based learning materials and learning strategies.</p>
<p>To show your understanding and ability to create and evaluate a comprehensive and coherent curricular and instructional program, you are to disaggregate and report on all relevant data to better understand any variables that may be significant in improving student performance. (2.2)</p>	<p>Candidate's response demonstrated no leadership skills in any of the following: Collaborate with faculty to plan, implement, and evaluate a coordinated, aligned and articulated curriculum; use of evidence-centered research in making curricular and instructional decisions.</p>	<p>Candidate's response demonstrated leadership skills in a majority of the following: Collaborate with faculty to plan, implement, and evaluate a coordinated, aligned and articulated curriculum; use of evidence-centered research in making curricular and instructional decisions.</p>	<p>Candidate's response demonstrated leadership skills in all of the following: Collaborate with faculty to plan, implement, and evaluate a coordinated, aligned and articulated curriculum; use of evidence-centered research in making curricular and instructional decisions.</p>
<p>To show your understanding and ability to promote effective and appropriate technologies to</p>	<p>Candidate's response demonstrated no leadership skills in any of the following: Use of technologies for</p>	<p>Candidate's response demonstrated leadership skills in a majority of the following:</p>	<p>Candidate's response demonstrated leadership skills in all of the following: Use of technologies for</p>

<p>support teaching and learning, you are to make a presentation of the reteaching of the unit/lesson using a more expert approach to curriculum implementation. You are to model the new lesson to the class using a staged production, media or a PowerPoint presentation. (2.4)</p>	<p>improved classroom instruction, student achievement, and continuous school improvement; monitor instructional practices within the school and provide assistance to teachers.</p>	<p>Use of technologies for improved classroom instruction, student achievement, and continuous school improvement; monitor instructional practices within the school and provide assistance to teachers.</p>	<p>improved classroom instruction, student achievement, and continuous school improvement; monitor instructional practices within the school and provide assistance to teachers.</p>
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5c.Candidate Data Derived from the Assessment

A measure of each candidate's ability to impact student learning through effective curriculum and instruction practices is taken in the first year of study:

FALL 2015

N= 15

STANDARDS	Approaches the Standard		Meets the Standard		Exceeds the Standard	
	#	%	#	%	#	%
ELCC 2.1	1	7	8	53	6	40
ELCC 2.2	2	13	7	47	6	40
ELCC 2.4	1	7	6	40	8	53

Internship Evaluation Year II Part I: Item 2

The Intern Evaluation measures the candidate's demonstrated knowledge of effective curriculum and instructional practices at the end of the graduate study program. The rubric is found in Assessment 4, Intern Evaluation, which has the competency levels for candidates' performance on the intern evaluation.

Standard	Approaches		Meets		Exceeds	
	#	%	#	%	#	%
2.0	3	8	9	25	24	67

SECTION IV – EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 6 (Required) Application of Content Knowledge

Student Intervention Support Plan

1. Description of the Assessment

In EDAD 607, Cultural Diversity, The Student Intervention Support Plan is a comprehensive assignment required of all candidates. This major assignment integrates the candidate's ability to conduct community-based research; analyze student and school data; and incorporate effective practices for promoting positive parent, school, and community relations. This research project utilizes a case study approach to establish a context for investigation, planning, and decision-making.

2. Standards Alignment

The Student Intervention Support Plan is specifically aligned with the following standards:

- 2.1 – Sustain a School Culture and Instructional Program Conducive to Student Learning
- 4.1 – Collaborate with Faculty and Other Community Members
- 4.2 – Mobilize Community Resources
- 4.3 – Respond to Community Interests and Needs with Positive Relationship with Families and Caregivers
- 4.4 – Respond to Community Interests and Needs with Positive Relationships with Community Partners

Candidates are encouraged to use the resources available to them in their school communities to perform the investigations and identify appropriate interventions to treat the problems embedded in the case. The scoring rubric is structured to assess the candidate's ability to integrate a host of related variables into a well-coordinated, comprehensive plan.

3. Analysis of Findings

This assessment has been revised to reflect alignment with the ELCC standards. Data results from previous assessments showed a majority of the candidates meeting or exceeding the standards over the past 3 years. Candidates taking the revised assessment also scored well with eighty (80) percent of the candidates rated at the advanced level on the standard elements and one hundred (100) percent of the candidates meeting or exceeding the standard for element 2.1 which addresses the sustaining of a school culture and instructional program to support student learning.

4. Evidence of Meeting the Standard

Overall, candidate performance was good as reported in the following data table. A majority of the candidates demonstrated the knowledge and skills to perform the tasks to meet the standard elements of ELCC 2.1, 4.1, 4.2, 4.3, and 4.4. On elements 4.1, 4.2 and 4.4, one candidate scored at the approaching level of competency in meeting the standard. Faculty will provide remedial assistance to the one student who did not perform at the proficiency level on this assessment. Faculty will also

continue to monitor candidate results on this assessment. Due to the limited number of candidate data, we do not see a need to make any program changes at this time.

5a. Assessment Tool

STUDENT INTERVENTION SUPPORT PLAN THE CASE STUDY

LaKeisha lives with her mother in the West Side Community Project Development. She has three brothers and a baby sister. Her brothers' ages are: 9, 8, and 6 and her baby sister is 1 year old. Her mother is 5 months pregnant and is in need of pre-natal care. She and her oldest brother have never seen their father. Her mother never talks about him. Her other brothers' father was killed in a robbery and the man that stays at the house sometimes is the father of the unborn baby and her baby sister. Her family moved in the neighborhood six months ago and her mother just registered LaKeisha in the neighborhood school twelve days ago.

The neighborhood school is in a middle-class neighborhood. The school enrollment is two hundred and fifty students. Most of the students come from upper to middle class families. The majority of the students are Caucasians, 6% are African Americans and 2% are Hispanics. Only a few of the African Americans and Hispanic students who live in the West Side Community Project Development attend the school. Most of the students in the West Side Community Development Project are transported to and from special needs schools or transported to their former schools. Because of the pregnancy and because LaKeisha's mother needs her to babysit her little sister some days, LaKeisha's mother decided to enroll her in the neighborhood school.

LaKeisha is ten years old and her record indicates that she is in the third grade. She has been retained twice; once in the first grade and once in the second grade. Her immunization record is not up-to-date, but because of her present situation she is allowed to stay in the school for ten days pending her immunization which should be completed in that time. Her test scores indicate that she is below average in reading and mathematics. Her attendance record is below average because she has moved a number of times and her mother has kept her out of school to babysit.

LaKeisha has been referred to special education by some of her teachers, but her mother never attended the conferences. LaKeisha's records also indicate numerous behavior referrals and she has been suspended five times since enrolling in school. Because of LaKeisha's situation (problems in reading, disrespecting the teacher and not doing her class work), the students are having problems with her displaying negative behavior. Parents have called to complain about her behavior. They have asked the principal to remove this "poor African American" student from their child's classroom.

As the administrator, you must develop a support plan in collaboration with appropriate stakeholders of the total school community. Your plan should follow the following outline:

Support Plan for Student Intervention

- I. Support Profile (including a summary of student performance data, e.g., records, test scores, co-curricular activities, cultural factors, behavior referrals, etc.(2.1)
- II. Analysis of Need (4.1)
- III. Proposed Intervention/Action Plan (4.2)
- IV. Resources Sought
 - a. School Support (4.1)
 - b. Community Support (4.2)

- c. Governmental Program (4.4)
- d. Partnership Support (4.4)
- e. Media Relations (4.3)

SCHOOL CLIMATE SURVEY

This survey is intended to assess the success of the local school in addressing issues related to educational equity. Rate the climate of your school or another school about which you are very familiar. Think of each item that you mark “no” as an opportunity to create a more equitable learning environment through reflection and action. Data gathered from this assessment will assist you with your *Student Intervention Support Plan*.

In your school	Yes	Not Sure	No
1. Do all groups feel included, rather than some feeling left out?			
2. Are all staff members encouraged to share their thinking about a problem?			
3. Are there comparable activities for girls as well as boys?			
4. Do displays reflect the diversity of the community and Nation?			
5. Are there outreach efforts for minority parents who are reluctant to get involved?			
6. Is rigorous learning expected of all students?			
7. Do business groups of the surrounding community feel connected with the school?			
8. Does the staff support the neighborhood businesses?			
9. Is there strong belief that all children can learn at high levels of accomplishment?			
10. Are boys and girls steered equally toward math, science and technology?			
11. Is there equal representation in clubs and co-curricular offerings?			
12. Is there intentional effort to have all families represented in the PTA leadership?			
13. Is there an absence of stereotyping against some groups?			
14. Do students learn about other cultures within their curriculum activities?			
15. Is there protection from having some groups of students “picked on” a lot?			
16. Is there an elimination of racist or discriminatory practices?			
17. Are special needs students well integrated throughout the school culture?			
18. Is shared decision making used as the governance policy?			
19. Are there school sponsored and classroom supports for second language learners?			
20. Are issues of bias and discrimination addressed through the counseling program?			
21. Do parents and community serve as classroom resources?			
22. Is there a year-round commitment to multiculturalism?			
23. Do teachers and administrators operate in a fair and equitable manner?			
24. Are girls equally represented in advanced or competitive math activities?			
25. Do students and staff have equal access to computers and other resources?			
26. Is the school equipped with provisions for special needs populations?			
27. Do school practices avoid compromising the religious rights of students?			
28. Is the school viewed as a “hub” of resources in the community?			
29. Is there proportional diversity among the school staff?			
30. Do all students have an equal opportunity to experience success in school?			

5b. Scoring Rubric for Assessment (Student Intervention Support Plan)

TASK/ACTIVITY	APPROACHES THE STANDARD 1	MEETS THE STANDARD 2	EXCEEDS THE STANDARD 3
<p>Your plan to help students is to reflect your understanding of the leadership role in sustaining a school culture and instructional program that is conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p>	<p>Response demonstrated no understanding of leadership skills in any of the following: incorporating cultural competence in programs, curriculum, and instructional practices; facilitating the use of appropriate content based learning materials and learning strategies, promoting trust, equity, fairness, and respect among students, parents and school staff.</p>	<p>Response demonstrated an understanding of leadership skills in a majority of the following: incorporating cultural competence in programs, curriculum, and instructional practices; facilitating the use of appropriate content based learning materials and learning strategies, promoting trust, equity, fairness, and respect among students, parents and school staff.</p>	<p>Response demonstrated understanding of leadership skills in all of the following: incorporating cultural competence in programs, curriculum, and instructional practices; facilitating the use of appropriate content based learning materials and learning strategies, promoting trust, equity, fairness, and respect among students, parents and school staff.</p>
<p>Detail in your plan how the leader would collect and analyze information from the school and community to foster improvement of the educational environment (4.1)</p>	<p>Response demonstrated no understanding of leadership skills in any of the following: Use of collaboration strategies to collect, analyze, and interpret school, student, faculty, and community</p>	<p>Response demonstrated understanding and leadership in a majority of the following: Use of collaboration strategies to collect, analyze, and interpret school, student, faculty, and community</p>	<p>Response demonstrated understanding and leadership in all of the following: Use of collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information;</p>

	information; communicating information about the school within the community.	information; communicating information about the school within the community.	communicating information about the school within the community.
Detail how the leader would mobilize community resources (4.2)	Response demonstrated no understanding and leadership in the following: Identifying and using diverse community resources to improve the school and its programs.	Response demonstrated understanding and leadership in a majority of the following: Identifying and using diverse community resources to improve the school and its programs.	Response demonstrated understanding and leadership in all of the following: Identifying and using diverse community resources to improve the school and its programs.
Detail how to build positive and sustaining relationships with families and caregivers.(4.3)	Response demonstrated no understanding and leadership in the following: Conducting needs assessments of families; development of collaboration strategies for building effective relationships with families and caregivers; involving families and caregivers in the decision-making processes at the school.	Response demonstrated understanding and leadership in a majority of the following: Conducting needs assessments of families; development of collaboration strategies for building effective relationships with families and caregivers; involving families and caregivers in the decision-making processes at school.	Response demonstrated understanding and leadership in all of the following: Conducting needs assessments of families; development of collaboration strategies for building effective relationships with families and caregivers; involving families and caregivers in the decision-making processes at school.
Detail how to build productive relationships between school and community partners.(4.4)	Response demonstrated no understanding and leadership in the following; Conducting needs assessment of community partners; developing effective relationships with a	Response demonstrated understanding and leadership in a majority of the following: Conducting needs assessment of the community partners; developing effective	Response demonstrated understanding and leadership in all of the following: Conducting needs assessment of community partners; developing effective relationships with a

	variety of community partners and involving the community partners in the decision-making processes at the school.	relationships with a variety of community partners and involving the community partners in the decision-making processes at the school.	variety of partners; involving community partners in the decision-making processes.
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5c. Candidate Data Derived from the Assessment

FALL 2015 N= 5

STANDARD	APPROACHES THE STANDARD		MEETS THE STANDARD		EXCEEDS THE STANDARD	
	#	%	#	%	#	%
ELCC 2.1	0	0	2	40	3	60
ELCC 4.1	1	20	0	0	4	80
ELCC 4.2	1	20	0	0	4	80
ELCC 4.3	0	0	1	20	4	80
ELCC 4.4	1	20	0	0	4	80

SECTION IV – EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 7 (Required) Professional Knowledge, Skills and Dispositions

Comprehensive School Budgeting Project

1. Description of Assessment

In EDAD 633, Finance and Resource Management, the *Comprehensive School Budgeting Project* assesses candidate knowledge and ability to effectively and efficiently manage school operations in a manner that promotes the success of all students within the larger political, social, economic, legal, and cultural context. The assessment consists of two parts: a case study and a comprehensive budget development simulation.

2. Standards Alignment

The Comprehensive School Budgeting Project is designed to measure the elements of Standard 6 and is divided into two parts. Part I is a case study that explores the meaning behind the legal requirement of a “free public school,” the impact of school fees on low income level students, the due process rights of students, equal protection of the laws, and the concept of equitable use of public money. Part II is a simulated budget development project that allows candidates to engage in a comprehensive and integrative budgeting process at the building level which will reflect the anticipation of trends and initiatives that will influence leadership strategies.

This assessment is aligned to the following ELCC standards:

Element 6.1: Understand and can advocate for school students, families, and caregivers.

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

Element 6.3: Understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

3. Analysis of Findings

This assessment has been revised to reflect alignment with the ELCC standards. In previous years, at least ninety (90) percent of our candidates have shown proficiency in meeting or exceeding the standards. On this revised assessment, seventy-two (72) to seventy-three (73) percent of our candidates met expectations for competency in meeting the standards elements while 27% did not meet the standards elements..

4. Evidence of Meeting the Standard

Overall, candidate performance was good on this first application of the revised assessment as reported in the data tables. A majority of candidates demonstrated an excellent ability to perform the leadership skills found in the ELCC standard elements 6.1, 6.2, and 6.3. Candidates scored the lowest for element 6.2 in which they were required to show leadership skills in understanding and acting to influence local, district, state and national decisions affecting student learning in the school. After further review, it is believed that the scores are impacted by the candidates having limited opportunities in their internship experiences to utilize those skills needed to act and influence outside decisions which have an effect on student learning. Faculty will require that candidates perform more activities in their internships to gain practice in these skills. Meanwhile, the candidates who did not show competency will receive additional coaching from the faculty through scheduled meetings and discussions to ensure that the candidates understand the content and the available resources that could be used. Faculty will continue to monitor candidate results on this assessment. Due to the limited number of candidate data, we do not see a need to make any program changes at this time.

5a. Assessment Tool Comprehensive School Budgeting Project

The following pages contain copies of the final assessment for Standard 6. Although other standards are also addressed in this assessment, it is primarily intended to address Standard 6.

The assessment is broken down into two parts.

- The **first** part is a case study. Candidates read the case study and answer the questions at the end. Specific directions are included immediately before the questions.
- The **second** part is a simulated budget development project that is contained in the candidates' textbook, Sorenson R. & Goldsmith L. (2006). *The Principal's Guide to School Budgeting*. CA: Corwin Press. The project follows a school budgeting process that is described throughout the textbook. This process lends itself easily to actual school budgeting, with some modifications for the specific requirements in a particular school or school district.

Directions to Candidates:

1. Read the case study and answer the questions at its end. Be sure to follow the directions as to what the answers must include.
 - a. This part of the assessment is an **Individual Assignment**.
 - b. This part of the assessment should be put in a folder with the candidate's name and class information on the cover and turned into the professor by the due date.
2. Read all of the Notes & Directions for the Budget Development Project. Follow the directions.
 - a. This part of the assessment is a **Group Assignment**; groups to be determined prior to the beginning of the assessment.
 - b. This part should be placed in a 3-ring notebook and divided by sections as noted in the directions. Only one copy should be turned in, with all group members' names included.
3. NOTE: For both parts, read everything carefully and make sure you follow the directions and include all of the relevant information.
4. All work is to be done on a computer using a 12 point font.

PART I A Case Study

“Advanced Placement Courses: Do Prohibitive Costs Exclude Financially Disadvantaged Students?”

Patrick Brimstein
Monroe-Orleans BOCES 2 (NY) & SUNY Brockport

Daniel Milgate
Spencerport (NY) Central School District & SUNY Brockport

Laurel O'Donaghue
Hilton (NY) Central School District & SUNY Brockport

Todd Yunker
Churchville-Chili (NY) Central School District & SUNY Brockport

Brimstein et al. *Journal of Cases in Educational Leadership*.2000; 3: 15-22

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Abstract

This case addresses the guarantee of a free public education for all students, and focuses specifically on how the requirement that students purchase their own books and supplies for advanced placement courses affects the promise of equal educational opportunity. Although there is no correlation between wealth and intellectual ability, financially disadvantaged students may feel compelled not to enroll in advanced placement courses because of their inability to pay. This de facto denial of access threatens the fundamental promise of free public education. Restrictive costs related to advanced

placement courses perpetuate an education system that cultivates opportunity only for those who can afford it.

Background

Beacon Heights Central School District is a large, suburban school district some 20 minutes outside of a metropolitan area known for its high-tech industries. The town of Beacon Heights is a bedroom community, comprised mainly of professionals who work in the urban area and choose to reside outside the city. Before a rapid building expansion that accompanied the high-tech boom in the 1980s and created the Beacon Heights development, the region was mainly agricultural. As a result, the school community represents a mix of children, the majority of whose parents are considered professional and the minority of whose parents base their income on farming. The issue of development remains a contentious one, especially among local farmers whose tax rates have risen considerably over the past two decades.

The Beacon Heights Central School District serves 3,600 children. Its high school houses 1,400 students. Over 80 percent of the student population is white/non-Hispanic. Fifteen percent are of Asian heritage. A more thorough demographic study reveals that approximately 65 percent of all students' parents have earned post-secondary degrees. Of these parents, approximately 40 percent hold advanced degrees. Fewer than ten percent of the students enrolled at Beacon Heights qualify for the free or reduced lunch program, suggesting a general affluence within the community and perhaps helping to explain a reduced awareness of and concern for needy students residing within the district.

Since the construction of the expansive new school campus, school officials have placed emphasis on gifted and talented programs at all grade levels across curricula within Beacon Heights School District. At the K-6 level, for example, an extensive enrichment program is firmly established and generates a tremendous amount of parental support. Acceptance into this program is competitive as well. Once identified, a young student who demonstrates academic promise is placed into a classroom of similar ability students. Instruction at this level is designed for enriched learning opportunities. It incorporates innovative methods intended to stimulate curiosity, encourage cooperative problem solving, guide creative thinking, and lay the foundation for continued academic excellence. District support for the elementary gifted and talented program is best reflected in its recently passed budget in which per-pupil expenditures are nearly twice that for average students.

Upon entering middle school, the gifted and talented sequence evolves into a slightly different program blocking more select students into honors classes. These accelerated students continue to receive enriched learning opportunities but are pushed a little faster than their peers. Gifted and talented students often work at a grade level or two ahead of the rest of their classmates. Honors classes continue into high school where gifted and talented students enroll in numerous advanced placement courses beginning their junior year. Some of these students have completed high school with as many as 30 college credits.

Although these students benefit intellectually by studying at a post-secondary level while in high school and financially from the cost savings associated with earning college credit at greatly reduced costs, these courses also constitute the culmination of an approved curricular sequence, a route

encouraged by the school district. Beacon Heights is extremely proud of its honors program and the students it produces. As these students represent the school positively and score high on all state mandated testing, the school district is consistently ranked as one of the best in the state.

The Problem

For the better part of a student's educational experience within the honors program at Beacon Heights, the school district absorbs all costs for textbooks, materials, and field trips associated with participation in these courses. In other words, the cost of an enriched curriculum associated with these programs is included in the budget of the Beacon Heights School District because these courses are approved curricular offerings.

In high school, honors program students choose to enroll in advanced placement courses in which they have either shown the most interest or have demonstrated the most ability. At this level these students begin to incur expenses such as the cost of textbooks, safety equipment, testing fees, and other miscellaneous items required for each particular course in which they enroll. The rationale of the school district is that because these students receive college credit, they should carry some of the cost associated with these courses, even though these same courses are used to satisfy graduation exit standards.

The school district groomed these students to participate in advanced placement courses. Few students or parents have ever questioned the costs associated with this advanced opportunity. Payment is required to receive an education consistent with the path of their schooling to date, despite the fact that no equivalent options are available.

Cost of a Comprehensive Education

When Karen McDonald, the youngest daughter of one of the community's agricultural families, finished her sophomore year at Beacon Heights High School, she scheduled a meeting with her counselor, Mr. Robert Brown, to discuss her junior year scheduling options and to plan her senior year as well. Karen's main concern was how she, as an honors student, could construct a challenging course schedule during her remaining years at Beacon Heights. She wanted to remain attractive for admission into a highly competitive university by demonstrating academic excellence in the most difficult courses that her school had to offer. Karen also expressed a compelling interest in maintaining or improving her class rank, currently number two. She intended to keep her academic record full of the most challenging courses that Beacon Heights had to offer.

The option that Mr. Brown suggested to Karen was for her to receive college credit by taking advanced placement courses for which she certainly was qualified. Karen pointed out that she didn't believe that the benefits of these courses outweighed the costs associated with buying the required materials. Karen stated that she would rather not take advanced placement courses because of these costs. Mr. Brown reminded Karen that the college of her choice emphasizes pre-graduate credit. He stated, "In addition to high scores on standardized tests, your college looks for potential students who are well-rounded, participate in challenging courses, and are involved in extracurricular activities." Mr. Brown and Karen continued to discuss the likelihood that Karen would qualify for

scholarship opportunities because of her academic abilities. She knew that to remain competitive, she had to do well in tough courses, and that meant advanced placement courses at Beacon Heights.

Karen's ultimate goal is to pursue a career in biomedical research. She told Mr. Brown, "When I spoke recently with an Ivy League representative, he told me to continue on the path I am on and do my best during my junior and senior years." Karen wanted to do well in challenging courses, those consistent with her talents and ambition. She needed to enroll in courses that would provide a rigorous and relevant curriculum. It was clear to Mr. Brown that Karen expected to continue taking courses that provided the high level of stimulation and quality of instruction that she had become accustomed to throughout her ten years in the gifted and talented program at Beacon Heights.

Mr. Brown continued to map out all possible course options available to Karen. Apart from physical education and other non-academic electives, the only course opportunities to engage Karen meaningfully were the advanced placement offerings. Appearing slightly nervous, Karen mentioned, "I know that math and science AP courses will help prepare me for college, but I am not so sure about the money I'll need for materials. The textbook for last year's AP physics cost \$95 alone. I'm not sure we can afford three AP classes in a year. Between textbooks, supplies and fees I'll need close to \$500. That's too much money, I think."

Mr. Brown suggested that these expenses were a small price to pay for the opportunity to receive college credit while still in high school. He knew that the prospect of taking and mastering challenging courses appealed strongly to Karen, but was slow to understand the legitimacy of her concern. No one in the past ever questioned these charges; then again none of the students in advanced placement courses ever had the need to question them. Mr. Brown later discovered that Karen's family was struggling financially to maintain its farm and that her father was resentful toward the school district. Even if he had the money, Karen's father was unlikely to contribute any money to Beacon Heights other than the school taxes he felt overburdened by.

When Karen and Mr. Brown next talked, he said, "There is an excellent chance that you'll receive federal grant money under something called Title XV." Title XV, Part G of the Higher Education Amendments of 1992, provides assistance for students for the fees required to take advanced placement exams. He suggested to Karen, "All you have to do is prove economic hardship or show disadvantage. I know it won't pay for your textbooks or anything like that but at least it will pay for some of your expenses." Karen became defensive and asked, "Why should I have to answer questions about my family's finances? Does anyone else have to answer these questions in order to take AP classes or exams? I don't think so. But you're asking me to. That's not fair and I thought that I could trust you!" Tears formed in her eyes yet Karen regained her composure and then indicated that she wanted to continue in the enriched curriculum program offered by the district even if that meant advanced placement courses. She needed the challenges and associated rewards. She needed advanced placement courses on her transcript. The session came to a close with a pledge by Mr. Brown, "I will see what I can do Karen. I promise I'll look into this for you. If there is a way to do this discreetly, then I'll find it. OK? "

The following day, Robert Brown caught up in the hallway with Margaret Cleary, the building principal. As promised, he inquired into expense reimbursement for the books and materials associated with advanced placement courses. Mrs. Cleary explained, "These courses provide our

students with a vigorous curriculum at the college level. These kids get college credit for AP courses. Besides, the fees our kids pay for these courses are standard across the nation." Mr. Brown replied, "I understand this in respect to the cost of the advanced placement exams because that's where the actual college credit comes from, but I'm not so sure about the other costs especially textbooks and required material such as safety equipment. You know, for every other course we supply the textbooks. Why don't we also provide AP texts too? Nobody says the students have to keep the books. The school can maintain a classroom set like they do for all the other sections." Mrs. Cleary restated that these fees had always been part of the courses and that the community had always supported these courses. "Our district provides many opportunities for enrichment. The buck has to stop somewhere." Mr. Brown replied passionately, "Even if that means for the one kid who has no money?" Principal Cleary, however, encouraged Mr. Brown. "Why don't you look into the matter further? I know that you're concerned about these costs and your student." She recommended that he approach Richard Salmon, the superintendent, to get his views on the subject. With this encouragement, Robert Brown sent the following electronic mail to the superintendent:

Hello Dr. Rick:

After meeting with a student at the high school, I have developed a concern regarding some of the expenses that students are faced with when enrolling in advanced placement courses here at the high school. We know that students pay for the opportunity to take AP exams to receive college credit. However, it has come to my attention that in some cases, the students have to pay for miscellaneous items like calculators for math classes and safety goggles for their science labs, and are asked to purchase the required textbooks. At the high school, we work with a number of students that come from families that are facing economic hardships. I know of a federal program that will help disadvantaged students pay for exam fees, but I don't believe we have communicated this funding opportunity to the parents very well. My bigger concern is that the additional costs that are mentioned above will become an issue as well. Can we continue to charge for these items if we require them to enroll in a course?

My question is, are these practices in any way a violation of the "free education" component of the constitution? Is there any violation of the student's rights to due process or equal access laws? I can envision a student not being able to take one of these courses because of the potential costs associated with these courses. Finally, are we in any way discriminating against some of our students based on the lower income level of the families?

I look forward to your feedback on this issue and appreciate the time that you take to address these issues.

Sincerely,

Robert

QUESTIONS FOR HYPOTHETICAL

“Advanced Placement Courses: Do Prohibitive Cost Exclude Financially Disadvantaged Students?”

Every state in America guarantees a free public education to all students. This means, in theory, that all students must have equal educational opportunity. In addition, public school funds must be used equitably, and the use of such for individual students must be done in accordance with due process and fairness. After reading the “Advanced Placement” hypothetical, please answer the following questions. Be sure to:

- Be specific in your answers
 - Be sure to provide support with case law, statutory law or other as appropriate.
 - Identify which ELCC Standards are addressed in your answer and why.
1. This case is concerned with the promise that all students have the right to a free public education. What do you think constitutes “free?” (6.1)
 2. Using internet databases through the Trinity Library identify the language in the State constitution and state laws regarding a “free public education” for *three different states*. For each state, in addition to identifying the relevant legal language, identify whether or not you think the passage provides guidance in this situation and why. You may use three states of your choosing for this question. (6.1)
 3. The case study identifies that in the Beacon Heights Central School District, High School AP classes “constitute the culmination of an approved curricular sequence” for some students. Further, students in AP classes receive a potential financial benefit beyond high school in the form of college credit. Given these facts, along with the requirement that all students have equal educational opportunity, explain whether or not you believe, and why, that requiring fees for AP textbooks and the AP final exam (6.1)
 - a. Violates the idea of a free public education.(6.1)
 - b. Violates a student’s due process rights (6.1)
 - c. Violates a student’s equal protection (6.1)
 - d. Creates an environment of discrimination against low income students (6.1)
 4. While many disadvantaged families complete the required verification of their financial need in order to participate in the National School Lunch Program (Free & Reduced Lunch), many other families may not qualify, or choose not to apply, and live on a very tight budget. Still others may encounter unexpected financial hardship during the school year. If a family claims financial need, but has not completed the “School Lunch” paperwork, is it proper for schools to require some type of financial need verification before providing some type of financial assistance? As in this case, people have pride. Remember that school funds must be used equitably. (6.2)
 5. What concerns or problems might arise if the Beacon Heights School District were to agree to pay this student’s costs associated with some or all advanced placement courses in which she chooses to enroll? Be specific in your answer. (6.1)
 6. What other possible solutions could the principal, Mrs. Cleary, explore to find funding for all of the costs of the advanced placement courses? (6.3)
 7. What might be the best approach for Mrs. Cleary to use in discussing this situation with Karen’s parents? (6.2)
 8. Today’s headlines are about the growing number of special fees public schools in our area are charging students, especially for curricular classes. Fees include computer fees, lab fees, workbook fees, and more. How, specifically, does this case apply to those types of fees? Do the fees violate the concept of a “free public school?” (6.3)

9. As an administrator, what will you do to promote opportunity, regardless of ability to pay, for all students? (6.2)

PART II

The Budget Development Project

The Budget Development Project consists of the implementation of an integrated budget model at a fictitious elementary school in a fictitious school district. The project is included as a culminating activity in one of the required textbooks, Sorenson R. & Goldsmith L. (2006). *The Principal's Guide to School Budgeting*. CA: Corwin Press.¹

Candidates will engage in a school-site-based decision making process that integrates vision, planning, and budgeting. Materials for the assignment contain information about the school, existing relevant legal mandates, as well as data from the school.

Candidates are expected to work in groups and complete the requirements of this project, which are based upon the authors' budgeting procedures. These procedures are contained throughout the textbook, and are repeated in very brief form below. Do not, in any circumstances, rely solely on the notes below. The notes are intended to clarify the specific requirements of the project listed on page 184 of the textbook. Candidates are expected to refer to previous chapters in the textbook for further clarification.

To begin, read all of pages 180 to 194. **Do not** read page 195 yet.

Second, turn to page 184 and complete the first three sections; the notes and directions on the following pages will provide some clarification for the sections.

Third, after completion of sections 1, 2, and 3, you may follow section 4 and read page 195. Complete as required.

All work should be presented in a 3 ring binder, divided into the following three sections (note that 1 & 2 are together). Be sure to clearly identify each individual component. Only one copy per group should be turned in.

Sections 1& 2: The Integrated Budget Model (Sorenson & Goldsmith, p. 184)

Candidates must engage in and write up the following activities

1. Define Stakeholders: Candidates must give consideration to all of the various stakeholders in the community.
2. Selection of stakeholders: Candidates must make sure of any legal mandates in this regard, and then set up a collaborative planning committee. Clear procedures must be implemented as far as committee size and structure. Careful consideration must be given to diversity, committee member training, and the staggering of terms. The committee members must be appropriately utilized as the collaborative planning process begins with the following steps.
3. Needs Assessment: Candidates must gather the necessary data in order to properly make planning and budgeting decisions. Both hard and soft data must be collected. Candidates must also consider the impact any federal, state, or local programmatic initiatives may have on student performance. Candidates must identify the needed data and its source.

¹ Pages 180 – 195.

4. **Data Analysis:** Candidates must measure, analyze, and manage the data collected in #3. Candidates must link the data to the development of effective strategies to optimize student performance. They must recognize any possible causal factors.
5. **Needs prioritization:** This must be accomplished using the knowledge gained from step #4. Candidates will discover that there are more needs than resources, and must engage in a collaborative decision-making process to prioritize needs.
6. **Goal Setting:** The process of goal setting will help unify the stakeholders by providing them with meaning and purpose. The goals should be driven by student-performance-based needs and consistent with the school's vision and mission.
7. **Performance Objectives:** Candidates must create data driven performance objectives that are specific, measurable, and have expected outcomes for all student populations in the school.
8. **Action Plan:** Candidates are directed to create an action plan in a specific format that includes all of the above components. The action plan is broken down into a number of "action plan strategy pages" where each page addresses one prioritized need. Each strategy page should be aligned with the goals and objectives and must contain specific activities to address the specific need, as well as the necessary resources, personnel and evaluations.

Section 3: The Campus Budget (Sorenson & Goldsmith, p. 184)

1. **Budget Plan:** Candidates should begin the budgeting process in tandem with developing the action plan. Candidates must consecutively project all anticipated income, identify all needed programs, and project current and future attendance so as to be sure to seek local funding allocations that will serve the needs of all students in the building.
2. Candidates will create a campus budget for the fictitious elementary school that includes each of the following items, as described in the textbook. Be sure to clearly identify each item below.
 - a. Descriptive Narrative
 - b. Programmatic Identifiers
 - c. Mission Statement:
 - d. Student Enrollment Projections
 - e. Analysis of Academic Action Plan
 - f. Needs Assessment and Priority Analysis
 - g. Teacher/Student Distribution Table
 - h. Faculty Distribution Table
 - i. Forecast of Population Trends using Cohort Survival Method.
 - j. Any Above-Basic Personnel Requests and Justifications
 - k. Allocation Statement Table and Narrative
 - l. Distribution of Funds Table and Narrative
 - m. Final Budget Compilation w/Accounting codes, descriptors and dollar totals, utilizing the fund, function, object, subject, organization, fiscal year, and program intent codes, as identified in the textbook.

Section 4: A Memorandum (Sorenson & Goldsmith, p. 184)

After Sections 1, 2, and 3 have been completed, candidates are to read the Memorandum on page 195 at the end of the information packet and follow the directions.

ELCC NOTE: *A packet of materials, including school data, is contained in the textbook on pages 180 – 195.*

Part I: A Case Study

Candidates must read and answer nine questions.

Part II: A Budget Development Project

Each candidate will be given the role of a stakeholder of a local school (e.g., parent, teacher, community member, principal, custodian, etc.); candidates must work as a group to develop the local school budget based on data and other information provided by the school district.

5b. Scoring Rubric

TASK/ACTIVITY	APPROACHES THE STANDARD	MEETS THE STANDARD	EXCEEDS THE STANDARD
<p>1</p> <p>Part I. CASE STUDY Read the case study and respond to the questions as an advocate for school, students, families and caregivers. (6.1)</p>	<p>1</p> <p>Response provided little to no evidence of leadership skills in the following: analyzing how law and policy is applied consistently, fairly and ethically within the school; and advocating based on an analysis of the complex causes of poverty and other disadvantages.</p>	<p>2</p> <p>Response provided evidence of leadership skills in a majority of the following: analyzing how law and policy is applied consistently, fairly, and ethically within the school; and advocating based on an analysis of the complex causes of poverty and other disadvantages.</p>	<p>3</p> <p>Response provided evidence of leadership skills in all of the following: analyzing how law and policy is applied consistently, fairly, and ethically within the school; and advocating based on an analysis of the complex causes of poverty and other disadvantages.</p>
<p>Part IIa. SIMULATED BUDGET Develop a simulated budget following a school budgeting process designed to influence local, district, state and national decisions affecting student learning in school. (6.2)</p>	<p>Response provided little to no evidence of leadership skills in the following: Advocating for school policies and programs that promote equitable learning opportunities and student success; and communicating policies, laws, regulations, and procedures to appropriate school stakeholders</p>	<p>Response provided evidence of leadership skills in a majority of the following: Advocating for school policies and programs that promote equitable learning opportunities and student success; and communicating policies, laws, regulations, and procedures to appropriate school stakeholders.</p>	<p>Response provided evidence of leadership skills in all of the following: Advocating for school policies and programs that promote equitable learning opportunities and student success; and communicating policies, laws, regulations, and procedures to appropriate school stakeholders.</p>
<p>Part IIb. Identify strategies that show the anticipation and assessment of emerging trends and initiatives that could impact your leadership decision-making. (6.3)</p>	<p>Response provided little to no evidence of leadership skills in the following: identifying and anticipating emerging trends and issues likely to affect the school; adaptation of leadership strategies and practice to address emerging school issues.</p>	<p>Response provided evidence of leadership skills in a majority of the following: identifying and anticipating emerging trends and issues likely to affect the school; adaptation of leadership strategies and practice to address emerging school</p>	<p>Response provided evidence of leadership skills in all of the following: Identifying and anticipating emerging trends and issues like to affect the school; adaptation of leadership strategies and practice to address emerging school issues.</p>

		issues.		
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5c. Candidate Data Derived from the Assessment

The following is a summary of the candidate performance data collected for Fall 2015

FALL 2015 N= 11

Standards	Approaches the Standard 1		Meets the Standard 2		Exceeds the Standard 3	
	#	%	#	%	#	%
ELCC 6.1	3	27	1	9	7	64
ELCC 6.2	3	27	3	27	5	45
ELCC 6.3	3	27	2	18	6	55

SECTION IV – EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 8 (Optional) Additional Assessment of ELCC Standards

Standards Portfolio/Final Project

1. Description of the Assessment

The Standards Portfolio, or Final Project, serves as the culminating assessment in the Educational Administration Program and is scored by the University Supervisors when submitted by the candidates as a requirement of the completion of the program. The portfolio in EDAD 627/628, Internship in Administration III and IV, documents the candidate's success in achieving the ELCC standards elements. In this portfolio, candidates must reflect the knowledge, skills, and dispositions identified throughout the course of study and must synthesize and apply information reflective of the ELCC 2011 Building-level Administrator standards. This assessment also requires candidates to show how the experiences in the internship and the coursework have prepared him/her to meet the ELCC licensure standards and Office of the State Superintendent of Education (OSSE) certification requirements. Documentation of administrative activities and class work related to the ELCC standards is compiled into the Standards Portfolio over the two-year period.

The Standards Portfolio is organized and tabulated by standard to include a narrative addressing the candidate's attention to each standard and their corresponding elements throughout the program. In the first year of the program, candidates are directed to collect and organize all relevant documentation by standard, e.g., course assignments, internship work samples, professional readings, leadership agendas, etc. Each candidate is required to earn a grade of "B" or better on the Standards Portfolio in order to qualify for graduation; candidates will retake the course as continuing enrollment if the grade earned on the Standards Portfolio is "B" or lower. A scoring panel made up of the University Supervisors and the Director of the Program evaluates each candidate's portfolio for quality and completeness in the extent to which all elements of each standard are satisfied. Portfolio evaluators rate the depth of understanding of each standard element based on the quality of the candidate's description of experiences related to each element of the ELCC standard. Evaluative decisions are determined by the consensus of the portfolio evaluators.

2. Standards Alignment

The Standards Portfolio is directly aligned with the following *2011 ELCC Educational Leadership Program Standards*: 1, 2, 3, 4, 5, 6 and 7 and each of their elements.

3. Analysis of Findings

This assessment has been revised to reflect alignment with the ELCC standards. Data from performance on the previous assessment from the last three semesters showed that over 90% of candidates met or exceeded the standard elements. On the revised assessment, data results from the first set of data showed 85% to 93% of the candidates scoring in the proficient or advanced levels. Candidates have demonstrated their understanding of the ELCC Standards: 1, 2, 3, 4, 5, 6, and 7 at a high rate of accomplishment as measured by the Standards Portfolio. Overall, candidates'

performance on this revised assessment has remained at a high level of attainment as reported in the following data tables.

4. Evidence of Meeting the Standard

Overall, candidate performance was good on the revised assessment as reported in the following data tables. A majority of the candidates demonstrated a thorough understanding of the ELCC standard elements and their ability to perform the skills required. For the one or two candidates who did not meet the standard, faculty will provide remedial assistance. Faculty will continue to monitor candidate results on this assessment. Due to the limited number of candidate data, we do not see a need to make any program changes at this time.

5a. Assessment Description

ELCC Standards Portfolio

Directions to the Candidates:

As a candidate in the second year of the program, you will complete a standards portfolio which documents an accumulation of evidence about your proficiencies, especially in relation to the ELCC standards and rubrics, used in evaluation of competency as a school leader. Documentation of administrative activities and class work related to the standards is compiled over the two-year period and is to be included in this portfolio. The portfolio will be organized and tabulated by each standard to include a 5 page narrative addressing your attention to the skill related to the seven standards. You are to include artifacts as evidence of your participation in a variety of administrative activities. The introduction of the portfolio is to include an overview of the internship, your professional goals, personal resume, philosophy of education, and your reason for enrolling in the program.

5b. Scoring Rubric

The ELCC Portfolio Scoring Rubric is used by each member of the scoring panel in assessing each candidate's portfolio.

ELCC STANDARDS	Elements	Approaches the Standard 1	Meets the Standard 2	Exceeds the Standard 3
	<p><i>When reviewing the written essay and the artifacts in the portfolio, the candidate provides evidence of ability to:</i></p>	<p>Candidate provided little to no evidence for at least one-half of the elements mentioned in the standard; does not demonstrate a full understanding of the implications of the standard for practice; the response is an inadequate reply to what the standard expects.</p>	<p>Candidate has provided evidence for a majority of the elements mentioned in the standard; shows a full understanding of the implications of the standard for practice; the response is a competent reply to what the standard expects.</p>	<p>Candidate has provided evidence for all of the elements of the standard; shows a full understanding of the implications of the standard for practice; the response is comprehensive and could not be answered more fully.</p>
One	<p>1.1 Develop, articulate, implement, and steward shared vision</p>	<p>Candidate provided little to no evidence for at least one-half of the elements mentioned in the standard; does not demonstrate a full understanding of the implications of the standard for practice; the response is an inadequate reply to what the standard expects.</p>	<p>Candidate has provided evidence for a majority of the elements mentioned in the standard; shows a full understanding of the implications of the standard for practice; the response is a competent reply to what the standard expects.</p>	<p>Candidate has provided evidence for all of the elements of the standard; shows a full understanding of the implications of the standard for practice; the response is comprehensive and could not be answered more fully.</p>
	<p>1.2 Can use data to identify district goals, assess organizational effectiveness, and implement plans to achieve goals</p>	<p>Candidate provided little to no evidence for at least one-half of the elements mentioned in the standard; does not demonstrate a full understanding of the implications of the standard for practice; the response is an inadequate reply to what the standard expects.</p>	<p>Candidate has provided evidence for a majority of the elements mentioned in the standard; shows a full understanding of the implications of the standard for practice; the response is a competent reply to what the standard expects.</p>	<p>Candidate has provided evidence for all of the elements of the standard; shows a full understanding of the implications of the standard for practice; the response is comprehensive and could not be answered more fully.</p>
	<p>1.3 Understand and promote continual and sustainable school improvement</p>	<p>Candidate provided little to no evidence for at least one-half of the elements mentioned in the standard; does not demonstrate a full understanding of the implications of the standard</p>	<p>Candidate has provided evidence for a majority of the elements mentioned in the standard; shows a full understanding of the implications of the standard for practice; the</p>	<p>Candidate has provided evidence for all of the elements of the standard; shows a full understanding of the implications of the standard for practice; the response is comprehensive</p>

		for practice; the response is an inadequate reply to what the standard expects.	response is a competent reply to what the standard expects.	and could not be answered more fully.
	1.4 Understand and can monitor and revise school plans with stakeholders involvement	Candidate provided little to no evidence for at least one-half of the elements mentioned in the standard; does not demonstrate a full understanding of the implications of the standard for practice; the response is an inadequate reply to what the standard expects.	Candidate has provided evidence for a majority of the elements mentioned in the standard; shows a full understanding of the implications of the standard for practice; the response is a competent reply to what the standard expects.	Candidate has provided evidence for all of the elements of the standard; shows a full understanding of the implications of the standard for practice; the response is comprehensive and could not be answered more fully.
Two	2.1 Nurture and promote positive school culture	Candidate provided little to no evidence for at least one-half of the elements mentioned in the standard; does not demonstrate a full understanding of the implications of the standard for practice; the response is an inadequate reply to what the standard expects.	Candidate has provided evidence for a majority of the elements mentioned in the standard; shows a full understanding of the implications of the standard for practice; the response is a competent reply to what the standard expects.	Candidate has provided evidence for all of the elements of the standard; shows a full understanding of the implications of the standard for practice; the response is comprehensive and could not be answered more fully.
	2.2 Provide comprehensive instructional program	Candidate provided little to no evidence for at least one-half of the elements mentioned in the standard; does not demonstrate a full understanding of the implications of the standard for practice; the response is an inadequate reply to what the standard expects.	Candidate has provided evidence for a majority of the elements mentioned in the standard; shows a full understanding of the implications of the standard for practice; the response is a competent reply to what the standard expects.	Candidate has provided evidence for all of the elements of the standard; shows a full understanding of the implications of the standard for practice; the response is comprehensive and could not be answered more fully.
	2.3 Understand and develop and supervise instructional and	Candidate provided little to no evidence for at least one-half of the elements	Candidate has provided evidence for a majority of the elements mentioned in	Candidate has provided evidence for all of the elements of the standard;

	leadership capacity of school	mentioned in the standard; does not demonstrate a full understanding of the implications of the standard for practice; the response is an inadequate reply to what the standard expects.	the standard; shows a full understanding of the implications of the standard for practice; the response is a competent reply to what the standard expects.	shows a full understanding of the implications of the standard for practice; the response is comprehensive and could not be answered more fully.
	2.4 Understand and promote technologies to support teaching and learning	Candidate provided little to no evidence for at least one-half of the elements mentioned in the standard; does not demonstrate a full understanding of the implications of the standard for practice; the response is an inadequate reply to what the standard expects.	Candidate has provided evidence for a majority of the elements mentioned in the standard; shows a full understanding of the implications of the standard for practice; the response is a competent reply to what the standard expects.	Candidate has provided evidence for all of the elements of the standard; shows a full understanding of the implications of the standard for practice; the response is comprehensive and could not be answered more fully.
Three	3.1 Manage the organization	Candidate provided little to no evidence for at least one-half of the elements mentioned in the standard; does not demonstrate a full understanding of the implications of the standard for practice; the response is an inadequate reply to what the standard expects.	Candidate has provided evidence for a majority of the elements mentioned in the standard; shows a full understanding of the implications of the standard for practice; the response is a competent reply to what the standard expects.	Candidate has provided evidence for all of the elements of the standard; shows a full understanding of the implications of the standard for practice; the response is comprehensive and could not be answered more fully.
	3.2 Manage human, fiscal and technological resources	Candidate provided little to no evidence for at least one-half of the elements mentioned in the standard; does not demonstrate a full understanding of the implications of the standard for practice; the response is an inadequate reply to what the standard expects.	Candidate has provided evidence for a majority of the elements mentioned in the standard; shows a full understanding of the implications of the standard for practice; the response is a competent reply to what the standard expects.	Candidate has provided evidence for all of the elements of the standard; shows a full understanding of the implications of the standard for practice; the response is comprehensive and could not be answered more fully.

	<p>3.3 Promote welfare and safety of students and staff</p>	<p>Candidate provided little to no evidence for at least one-half of the elements mentioned in the standard; does not demonstrate a full understanding of the implications of the standard for practice; the response is an inadequate reply to what the standard expects.</p>	<p>Candidate has provided evidence for a majority of the elements mentioned in the standard; shows a full understanding of the implications of the standard for practice; the response is a competent reply to what the standard expects.</p>	<p>Candidate has provided evidence for all of the elements of the standard; shows a full understanding of the implications of the standard for practice; the response is comprehensive and could not be answered more fully.</p>
	<p>3.4 Develop school capacity</p>	<p>Candidate provided little to no evidence for at least one-half of the elements mentioned in the standard; does not demonstrate a full understanding of the implications of the standard for practice; the response is an inadequate reply to what the standard expects.</p>	<p>Candidate has provided evidence for a majority of the elements mentioned in the standard; shows a full understanding of the implications of the standard for practice; the response is a competent reply to what the standard expects.</p>	<p>Candidate has provided evidence for all of the elements of the standard; shows a full understanding of the implications of the standard for practice; the response is comprehensive and could not be answered more fully.</p>
	<p>3.5 Understand and can ensure that time focuses on supporting high-quality school instruction and student learning</p>	<p>Candidate provided little to no evidence for at least one-half of the elements mentioned in the standard; does not demonstrate a full understanding of the implications of the standard for practice; the response is an inadequate reply to what the standard expects.</p>	<p>Candidate has provided evidence for a majority of the elements mentioned in the standard; shows a full understanding of the implications of the standard for practice; the response is a competent reply to what the standard expects.</p>	<p>Candidate has provided evidence for all of the elements of the standard; shows a full understanding of the implications of the standard for practice; the response is comprehensive and could not be answered more fully.</p>
<p>Four</p>	<p>4.1 Understand and can collaborate with families and community</p>	<p>Candidate provided little to no evidence for at least one-half of the elements mentioned in the standard; does not demonstrate a full understanding of the</p>	<p>Candidate has provided evidence for a majority of the elements mentioned in the standard; shows a full understanding of the</p>	<p>Candidate has provided evidence for all of the elements of the standard; shows a full understanding of the implications of the standard for practice; the</p>

		implications of the standard for practice; the response is an inadequate reply to what the standard expects.	standard for practice; the response is a competent reply to what the standard expects.	response is comprehensive and could not be answered more fully.
	4.2 Understand and can mobilize community resources	Candidate provided little to no evidence for at least one-half of the elements mentioned in the standard; does not demonstrate a full understanding of the implications of the standard for practice; the response is an inadequate reply to what the standard expects.	Candidate has provided evidence for a majority of the elements mentioned in the standard; shows a full understanding of the implications of the standard for practice; the response is a competent reply to what the standard expects.	Candidate has provided evidence for all of the elements of the standard; shows a full understanding of the implications of the standard for practice; the response is comprehensive and could not be answered more fully.
	4.3 Understand and build and sustain positive school relationships with families and caregivers	Candidate provided little to no evidence for at least one-half of the elements mentioned in the standard; does not demonstrate a full understanding of the implications of the standard for practice; the response is an inadequate reply to what the standard expects.	Candidate has provided evidence for a majority of the elements mentioned in the standard; shows a full understanding of the implications of the standard for practice; the response is a competent reply to what the standard expects.	Candidate has provided evidence for all of the elements of the standard; shows a full understanding of the implications of the standard for practice; the response is comprehensive and could not be answered more fully.
	4.4. Understand building of sustaining relationships with community partners	Candidate provided little to no evidence for at least one-half of the elements mentioned in the standard; does not demonstrate a full understanding of the implications of the standard for practice; the response is an inadequate reply to what the standard expects.	Candidate has provided evidence for a majority of the elements mentioned in the standard; shows a full understanding of the implications of the standard for practice; the response is a competent reply to what the standard expects.	Candidate has provided evidence for all of the elements of the standard; shows a full understanding of the implications of the standard for practice; the response is comprehensive and could not be answered more fully.
Five	5.1 Understand and can act with integrity and	Candidate provided little to no evidence for at least one-	Candidate has provided evidence for a majority of	Candidate has provided evidence for all of the

	fairness	half of the elements mentioned in the standard; does not demonstrate a full understanding of the implications of the standard for practice; the response is an inadequate reply to what the standard expects.	the elements mentioned in the standard; shows a full understanding of the implications of the standard for practice; the response is a competent reply to what the standard expects.	elements of the standard; shows a full understanding of the implications of the standard for practice; the response is comprehensive and could not be answered more fully.
5.2 Understand and can act ethically		Candidate provided little to no evidence for at least one-half of the elements mentioned in the standard; does not demonstrate a full understanding of the implications of the standard for practice; the response is an inadequate reply to what the standard expects.	Candidate has provided evidence for a majority of the elements mentioned in the standard; shows a full understanding of the implications of the standard for practice; the response is a competent reply to what the standard expects.	Candidate has provided evidence for all of the elements of the standard; shows a full understanding of the implications of the standard for practice; the response is comprehensive and could not be answered more fully.
5.3 Understand and can safeguard democracy, equity, and diversity		Candidate provided little to no evidence for at least one-half of the elements mentioned in the standard; does not demonstrate a full understanding of the implications of the standard for practice; the response is an inadequate reply to what the standard expects.	Candidate has provided evidence for a majority of the elements mentioned in the standard; shows a full understanding of the implications of the standard for practice; the response is a competent reply to what the standard expects.	Candidate has provided evidence for all of the elements of the standard; shows a full understanding of the implications of the standard for practice; the response is comprehensive and could not be answered more fully.
5.4 Understand and can evaluate moral and legal consequences of decision-making		Candidate provided little to no evidence for at least one-half of the elements mentioned in the standard; does not demonstrate a full understanding of the implications of the standard for practice; the response is an inadequate reply to what	Candidate has provided evidence for a majority of the elements mentioned in the standard; shows a full understanding of the implications of the standard for practice; the response is a competent reply to what the standard	Candidate has provided evidence for all of the elements of the standard; shows a full understanding of the implications of the standard for practice; the response is comprehensive and could not be answered more fully.

		the standard expects.	the standard expects.	expects.	
	5.5 Understand and can promote social justice	Candidate provided little to no evidence for at least one-half of the elements mentioned in the standard; does not demonstrate a full understanding of the implications of the standard for practice; the response is an inadequate reply to what the standard expects.	Candidate has provided evidence for a majority of the elements mentioned in the standard; shows a full understanding of the implications of the standard for practice; the response is a competent reply to what the standard expects.	Candidate has provided evidence for all of the elements of the standard; shows a full understanding of the implications of the standard for practice; the response is comprehensive and could not be answered more fully.	
Six	6.1 Understand and advocate for students, families and caregivers	Candidate provided little to no evidence for at least one-half of the elements mentioned in the standard; does not demonstrate a full understanding of the implications of the standard for practice; the response is an inadequate reply to what the standard expects.	Candidate has provided evidence for a majority of the elements mentioned in the standard; shows a full understanding of the implications of the standard for practice; the response is a competent reply to what the standard expects.	Candidate has provided evidence for all of the elements of the standard; shows a full understanding of the implications of the standard for practice; the response is comprehensive and could not be answered more fully.	
	6.2 Understand and acts to influence decisions affecting student learning	Candidate provided little to no evidence for at least one-half of the elements mentioned in the standard; does not demonstrate a full understanding of the implications of the standard for practice; the response is an inadequate reply to what the standard expects.	Candidate has provided evidence for a majority of the elements mentioned in the standard; shows a full understanding of the implications of the standard for practice; the response is a competent reply to what the standard expects.	Candidate has provided evidence for all of the elements of the standard; shows a full understanding of the implications of the standard for practice; the response is comprehensive and could not be answered more fully.	
	6.3 Understand and can anticipate and assess emerging trends and initiatives	Candidate provided little to no evidence for at least one-half of the elements mentioned in the standard; does not demonstrate a full	Candidate has provided evidence for a majority of the elements mentioned in the standard; shows a full understanding of the	Candidate has provided evidence for all of the elements of the standard; shows a full understanding of the	

		<p>understanding of the implications of the standard for practice; the response is an inadequate reply to what the standard expects.</p>	<p>implications of the standard for practice; the response is a competent reply to what the standard expects.</p>	<p>standard for practice; the response is comprehensive and could not be answered more fully.</p>
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5c. Candidate Data Derived from the Assessment
 The tables below summarize the data collected for FALL 2015:

FALL 2015: N= 14 ELEMENTS	APPROACHES THE STANDARD		MEETS THE STANDARD		EXCEEDS THE STANDARD	
	#	%	#	%	#	%
1.1	1	7	9	64	4	29
1.2	1	7	9	64	4	29
1.3	1	7	9	64	4	29
1.4	1	7	9	64	4	29
2.1	1	7	10	71	3	21
2.2	1	7	10	71	3	21
2.3	1	7	10	71	3	21
2.4	1	7	10	71	3	21
3.1	2	14	10	71	2	14
3.2	2	14	10	71	2	14
3.3	2	14	10	71	2	14
3.4	2	14	10	71	2	14
3.5	2	14	10	71	2	14
4.1	1	7	10	71	3	21
4.2	1	7	10	7	3	21
4.3	1	7	10	7	3	21
4.4	1	7	10	7	3	21
4.5	1	7	10	7	3	21
5.1	1	7	9	64	4	29
5.2	1	7	9	64	4	29
5.3	1	7	9	64	4	29
5.4	1	7	9	64	4	29

5.5	1	7	9	64	4	29
6.1	2	14	8	57	4	29
6.2	2	14	8	57	4	29
6.3	2	14	8	57	4	29