

Professional Education Program

Steward A Vision

Brief Description

ELCC standard 1.4 is Steward A Vision. The essence of this standard is encapsulated in sub-element b:

Candidates understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.

Within the SBU Educational Leadership Program there is a realization that educational leaders are constantly faced with challenges, problems, issues and needs. When does an effective leader move beyond the limits of personal knowledge and research the current literature for advice and guidance? In education, as with any organization, too much time and resources are spent trying to fix symptoms. Educational leaders must become astute at recognizing the difference between symptoms, problems and the causes of problems if meaningful changes are to be designed and implemented. Gathering information and understandings from the literature can assist the educational leader in designing a comprehensive plan for solving problems. Hence, there is an underlying goal of the Educational Leadership Program to develop each candidate into effective "consumers of research". A course within the Educational Leadership Program is called Project Seminar (CEQ 595) which enables our candidates (aspiring educational leaders) to learn how to recognize the difference between symptoms, problems and the causes of problems, and become skilled at gathering information and understandings from the literature with the goal of designing comprehensive plans for solving problems. The course teaches that successful educational leaders must be able to identify, clarify and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations.

Alignment to Standards

The *Steward A Vision* assessment is used by the instructor at the end of CEQ595, Project Seminar, to determine whether candidates have developed the **knowledge**, **skills and dispositions** pursuant to specific ISLLC standards that are aligned to the above goal. It

assesses the **professional and pedagogical knowledge and skills** necessary to **support student learning and development** by consulting relevant literature and devise pertinent plans that will improve aspects of the educational system. For purposes of NCATE evaluation, only the results for **ISLLC leadership standards 1B, 1D, 4A and 6C** will be evaluated by the *Steward A Vision* assessment.

- 1B Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.
- 1D Promote continuous and sustainable improvement.
- 4A Collect and analyze data and information pertinent to the educational environment.
- 6C Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.

Scoring Guide

The faculty member teaching Project Seminar evaluates each candidate using a 4-point rubric for each of the ISLLC leadership standards listed in this assessment tool. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. Note: Evaluators should use the ELCC sub-elements listed in the boxes for assistance during the evaluation process. Not all of the ELCC sub-elements have to be observed during the internship.

Scoring Guide:

ISLLC Standard #1: An education leader promotes the success of every student by							
facilitating the development, articulation, implementation, and stewardship of a vision of							
learning that is shared and supported by all stakeholders.							
Standard Function	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4			
1B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.	Candidate does not demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. (ELCC 1.2b) Candidate does not understand the theory and research related to	Candidate demonstrates the ability to use some data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate partially understands the theory and research related to	Candidate can demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate can understand the theory and research related to organizational and educational leadership.	Candidate demonstrates a comprehensive use of data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate has a comprehensive understanding of the theory and research related to organizational and educational			
	organizational and educational leadership. (ELCC 1.4b)	organizational and educational leadership.		leadership.			
1D. Promote	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4			
continuous and	Candidate does not	Candidate	Candidate can	Candidate demonstrates			

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sustainable	demonstrate the ability	demonstrates the	demonstrate the ability to	a strong ability to		
improvement.	to articulate the	ability to partially	articulate the components	articulate the		
	components of this vision for a district and	articulate the	of this vision for a district	components of this		
	the leadership processes	components of this vision for a district	and the leadership	vision for a district and the leadership processes		
	necessary to implement	and the leadership	processes necessary to implement and support the	necessary to implement		
	and support the vision.	processes necessary	vision.	and support the vision.		
	(ELCC 1.2a)	to implement and	VISIOII.	and support the vision.		
	(EECC 1.2u)	support the vision.				
ISLLC Standard #4: An education leader promotes the success of every student by						
collaborating with faculty and community members, responding to diverse community						
interests and needs, and mobilizing community resources.						
Standard Function	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4		
	Candidate does not			Candidate regularly		
4A.Collect and	engage in the	Candidate partially engages in the	Candidate can engage in the collection.	engages in the		
analyze data and	collection, organization,	collection,	organization, and analysis	collection, organization,		
information	and analysis of a variety	organization, and	of a variety of	and analysis of a variety		
pertinent to the	of information,	analysis of a variety	information, including	of information,		
educational	including student	of information,	student performance data,	including student		
environment.	performance data,	including student	required to assess progress	performance data,		
	required to assess	performance data,	toward a district's vision,	required to assess		
	progress toward a	required to assess	mission, and goals.	progress toward a		
	district's vision,	progress toward a		district's vision,		
	mission, and goals.	district's vision,		mission, and goals.		
ICL I C Chandend #6	(ELCC 1.4b)	mission, and goals.		udant bu		
ISLLC Standard #6: An education leader promotes the success of every student by						
understanding, res			litical, social, econor			
understanding, rescultural context.	sponding to, and in	fluencing the po	litical, social, econor	nic, legal, and		
understanding, res	sponding to, and in Unacceptable - 1	Min Meets - 2	litical, social, econor Meets Standards - 3	nic, legal, and Distinguished - 4		
understanding, rescultural context.	Sponding to, and in Unacceptable - 1 Candidate does not	Min Meets - 2 Candidate partially	Meets Standards - 3 Candidate can	Distinguished - 4 Candidate demonstrates		
understanding, rescultural context. Standard Function 6C. Assess,	Unacceptable - 1 Candidate does not demonstrate the ability	Min Meets - 2 Candidate partially demonstrates the	Meets Standards - 3 Candidate can demonstrate the ability to	Distinguished - 4 Candidate demonstrates a strong ability to		
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