

Professional Education Program

School Improvement Plan

Brief Description

In order to develop the skills necessary to carry out the comprehensive and systematic work of administrators as instructional leaders candidates must design, implement and evaluate three (3) comprehensive action projects during their internship that take into account the unique needs identified in the ISLLC leadership standards, and the diverse educational settings within which the projects are occurring. Administrators often have a variety of school or district improvement projects that would be beneficial to candidate achievement, but require extra time and/or personnel to accomplish. Interns are often viewed as potential resources for such preset projects. Aligning these comprehensive projects to specific standards also improves the likelihood that candidates would be developing competency in specific performance outcomes. More importantly, if the project is constructed properly, not only does the intern benefit greatly from the experience, but the sponsoring school district is ultimately better able to deliver services to its students, creating a win-win situation.

One of these authentic projects requires candidates to identify an area within the school or district that requires improvement and design a needed *improvement plan* through comprehensive long-range planning. With the help of administrators, each intern uses multiple data sources to determine existing conditions and identify an authentic problem. Each intern is expected to recognize the key obstacles for realizing the educational change being proposed and develop strategies for overcoming them. The project concludes with each intern developing the procedures for promoting collaborative decision making during the change process, and developing a systematic plan for involving parents and members of the community.

Alignment to Standards

The *School Improvement Plan* assessment is used by the SBU intern supervisor at the end of the internship to evaluate the work of the intern within the *School Improvement Plan* project. It assesses the **professional and pedagogical knowledge and skills** necessary to work effectively with students, families, colleagues, and other community stakeholders (**community relations**) and the ability to **support student learning and development** by using comprehensive planning to improve on aspects of the educational system. For purposes of NCATE evaluation, only the results for **ISLLC leadership**

standards 1A, 1B, 1C, 1D, 1E, 2E, and 2I will be evaluated by the *School Improvement Plan* assessment.

- 1A Collaboratively <u>develop</u> and <u>implement</u> a shared vision and mission.
- 1B Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.
- 1C Create and implement plans to achieve goals.
- 1D Promote continuous and sustainable improvement.
- 1E Monitor and evaluate progress and revise plans.
- 2E Develop assessment and accountability systems to monitor student progress.
- 2I Monitor and evaluate the impact of the instructional program.

Scoring Guide

The SBU intern supervisor reviews all aspects of the submitted project to evaluate the level attained by the candidate in each of the ISLLC leadership standards listed in this assessment tool. The intern supervisor evaluates the candidate using a 4-point rubric for each of the ISLLC leadership standards. 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
1A.	Candidate does not	Candidate can	Candidate can	Candidate can
Collaboratively	demonstrate the skills	partially	demonstrate the skills	effectively develop and
develop and	needed to work	demonstrate the	needed to work	demonstrate the skills
	collaboratively with	skills needed to work	collaboratively with	needed to work
implement a	stakeholders to	collaboratively with	stakeholders to facilitate	collaboratively with
shared vision	facilitate the	stakeholders to	the development of a	stakeholders to
and mission.	development of a vision	facilitate the	vision of learning for a	facilitate the
	of learning for a school	development of a	school district that	development of a vision
	district that promotes	vision of learning for	promotes the success of	of learning for a school
	the success of all	a school district that	all students.	district that promotes
	students. (ELCC 1.1a)	promotes the success		the success of all
	Candidate cannot	of all students.	Candidate can demonstrate the ability to	students.
	formulate the initiatives	Candidate can	formulate initiatives to	Candidate can
	necessary to motivate	formulate one	motivate staff, students,	formulate many
	staff, students, and	initiative to motivate	and families to achieve a	initiatives to motivate
	families to achieve a	staff, students, and	school district's vision.	staff, students, and
	school district's vision.	families to achieve a		families to achieve a
	(ELCC 1.3a)	school district's	Candidate can	school district's vision.
	~	vision.	demonstrate the ability to	~ ~ ~ ~
	Candidate does not		bring together and	Candidate demonstrates
	demonstrate the ability	Candidate	communicate effectively	the ability to bring
	to bring together and	demonstrates a	with stakeholders within	together and
	communicate	partial ability to	the district and the larger	communicate
	effectively with	bring together and	community concerning	effectively with all

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	mission, and goals.	district's vision,		mission, and goals.				
	(ELCC 1.4b)	mission, and goals.						
ISLLC Standard #2: An education leader promotes the success of every student by								
advocating, nurturing, and sustaining a school culture and instructional program								
conducive to student learning and staff professional growth.								
Standard Function	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4				
2E. Develop	Candidate is not able to	Candidate is able to	Candidate is able to use	Candidate is able to use				
assessment and	use qualitative and	use some qualitative	qualitative and	many qualitative and				
accountability	quantitative data,	and quantitative data,	quantitative data,	quantitative data,				
	appropriate research	appropriate research	appropriate research	appropriate research				
systems to	methods, technology, and information	methods, technology, and information	methods, technology, and	methods, technology, and information				
monitor student	systems to develop a	systems to develop a	information systems to develop a long-range plan	systems to develop a				
progress	long-range plan for a	long-range plan for a	for a district that assesses	comprehensive long-				
	district that assesses the	district that assesses	the district's improvement	range plan for a district				
	district's improvement	the district's	and accountability	that assesses the				
	and accountability	improvement and	systems.	district's improvement				
	systems. (ELCC 2.2b)	accountability	5	and accountability				
	-	systems.		systems.				
2I. Monitor and	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4				
evaluate the	Candidate does not	Candidate	Candidate can	Candidate demonstrates				
impact of the	demonstrate the ability	demonstrates some	demonstrate the ability to	a strong ability to				
instructional	to facilitate and engage	ability to facilitate	facilitate and engage in	facilitate and engage in				
	in activities that use	and engage in	activities that use best	activities that use best				
program.	best practices and sound educational	activities that use best practices and	practices and sound educational research to	practices and sound educational research to				
	research to improve	sound educational	improve instructional	improve instructional				
	instructional programs.	research to improve	programs.	programs.				
	(ELCC 2.3a)	instructional	programs.	programs.				
	(2200 2004)	programs.	Candidate can	Candidate can				
	Candidate does not	1 0	demonstrate the ability to	demonstrate a strong				
		G	-11	ability to allocate and				
	demonstrate the ability	Candidate	allocate and justify	ability to anocate and				
	to allocate and justify	demonstrates a	resources to sustain the	justify resources to				
	to allocate and justify resources to sustain the	demonstrates a partial ability to		justify resources to sustain the instructional				
	to allocate and justify resources to sustain the instructional program.	demonstrates a partial ability to allocate and justify	resources to sustain the	justify resources to				
	to allocate and justify resources to sustain the	demonstrates a partial ability to allocate and justify resources to sustain	resources to sustain the	justify resources to sustain the instructional				
	to allocate and justify resources to sustain the instructional program.	demonstrates a partial ability to allocate and justify	resources to sustain the	justify resources to sustain the instructional				