Stony Brook University

Professional Education Program

Content Knowledge Assessment (EDL)

1. Brief Description

As was discussed in Section I, #2, candidates taking courses in the Educational Leadership Program experience authentic educational activities, called Authentic Performance Activities (APA). These APA support and rely upon the **content knowledge** and skills attained from each course taken in the program and are worth a particular number of hours towards the Professional Internship that occurs at the conclusion of the program. These APA become the basis for determining the level of proficiency attained by each candidate for the specific **content knowledge** learned within each course. Faculty members use the specific *Content Knowledge Assessment* tool for their particular course to express the level of **content knowledge** attained by each candidate in the course as reflected in the Authentic Performance Activity assigned in the course.

The Authentic Performance Activities should be challenging, authentic and aligned to the ELCC standards addressed in each of the individual required courses. In a spirit of collaboration and sharing faculty members teaching the same courses have met and designed these Authentic Performance Activities for the courses they teach. The next step was to design appropriate *Content Knowledge Assessments* that would be aligned to each APA. What follows is an overview of each Authentic Performance Activity and the corresponding *Content Knowledge Assessment* used to evaluate how well candidates are learning **content knowledge** throughout the program.

CEQ 501 (Educational Leadership Theory I): Students are expected to develop, plan and implement an *activities program* in a collaborative setting that recognizes and accounts for learning differences, multicultural awareness, gender sensitivity, appreciation of ethnic diversity, and athletic needs of participants.

CEQ 502 (Educational Leadership Theory II): Students are expected to analyze K-12 student performance data related to a school/district *improvement plan*. Students will evaluate the plan and make specific recommendations for improvements and outline the implications to the school/district setting.

CEQ 503 (Educational Leadership Practice): Students are expected to present an *improvement plan* developed through integrated community involvement that will focus on a present program in your school.

CEQ 515 (School District Leadership): Students are expected to assess the needs of a school or district from which a **strategic plan** can be designed to promote K-12 student learning, accounting for positive culture and community involvement.

CEQ 528 (School Law): Students are expected to **research a School Board policy** on a specific topic related to the course comparing the policy to the practice in the school district where the student works (lives). Students will compare the policy and practice to federal, state constitutional, statutory and regulatory provisions governing education in New York State.

CEQ 541 (School Building Leadership): Students are expected to review and improve upon the existing *communications plan* that enables information to flow between staff members and stakeholders in the district community.

CEQ 555 (Supervision of Instruction): Students are expected to lead a school or district taskforce that conducts a *curriculum audit* to demonstrate alignment of curriculum, pedagogy and assessment with consideration for philosophical, sociological, and historical foundations.

CEQ 571 (School Business Administration): Students are expected to review actual financial documents used by school districts and develop a *comprehensive budgetary picture* of how school districts respond to educational goals, community needs, legislation and cultural norms, when designing equitable budgets that will promote student achievement.

CEQ 572 ((School Personnel Management): Students are expected to review and evaluate a district's **staff development plan** and its plan for assisting the marginal teacher.

2. Alignment to Standards

The following chart, the essence of which is shared with all faculty within their course syllabi, reflects which ISLLC standards must be aligned to the Authentic Performance Activities (APA) required in each course chosen for Assessment #2. The *Content Knowledge Assessment* tool is subsequently used to ascertain the level of **content knowledge** attained by candidates in these specific ISLLC standards.

Gray = ISLLC standards (Content Knowledge) aligned to each course (APA).

ISLLC Content Knowledge Standards	CEQ 501	CEQ 502	CEQ 503	CEQ 515	CEQ 528	CEQ 541	CEQ 555	CEQ 571	CEQ 572
1A. Collaboratively develop and implement 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.		▓							
2A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.	▓								
2B. Create a comprehensive, rigorous, and coherent curricular program.			▓						
2C. Create a personalized and motivating learning environment for students.	▓								
2D. Supervise instruction.							▓		

	1	2	3	4	5	6	7	8	9
2E. Develop assessment and accountability systems to monitor student progress						X			
2F. Develop the instructional and leadership capacity of staff.									X
2G. Maximize time spent on quality instruction.						X			
2H. Promote the use of the most effective and appropriate technologies to support teaching and learning.						X			
2I. Monitor and evaluate the impact of the instructional program.			X						
3A.Monitor and evaluate the management and operational systems.					X				
3B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.								X	
3C. Promote and protect the welfare and safety of students and staff.								X	
3D. Develop the capacity for distributed leadership.									X
3E. Ensure teacher and organizational time is focused to support quality instruction and student learning.					X				
4A.Collect and analyze data and information pertinent to the educational environment.				X					
4B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.				X					
4C. Build and sustain positive relationships with families and caregivers.				X					
4D. Build and sustain productive relationships with community partners.				X					
5A.Ensure a system of accountability for every student's academic and social success.				X					
5B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior.					X				
5C. Safeguard the values of democracy, equity, and diversity.					X				
5D. Consider and evaluate the potential moral and legal consequences of decision-making.				X					
5E. Promote social justice and ensure that individual student needs inform all aspects of schooling.				X					
6A.Advocate for children, families, and caregivers.				X					
6B. Act to influence local, district, state, and national decisions affecting student learning.				X					
6C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.				X					

CONTENT KNOWLEDGE ASSESSMENT – CEQ 501

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 501 APA:
You are to develop, plan and implement an **activities program** in a collaborative setting within your school. It should reflect research-based strategies. During the developmental process of this activities program you must become aware of the knowledge you need to accomplish the following:

1. Recognize and account for learning differences, multicultural awareness, gender sensitivity, appreciation of ethnic diversity, and athletic needs of participants.
2. 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.
3. Plan programs to motivate staff, students, and families to achieve a school district's vision.
4. Improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (**1A, 1B, 2A and 2C**).

- **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.**
- **2A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.**
- **2C. Create a personalized and motivating learning environment for students.**

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

<u>Scoring Guide:</u>

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**	**Acceptable - 2**	**Meets Standard - 3**	**Distinguished - 4**
1A. Collaboratively <u>develop</u> and <u>implement</u> a shared vision and mission.	Candidate **cannot** formulate the initiatives necessary to motivate staff, students, and families to achieve a school district's vision.	Candidate can formulate **one** initiative to motivate staff, students, and families to achieve a school district's vision.	Candidate **can** demonstrate the ability to formulate initiatives to motivate staff, students, and families to achieve a school district's vision.	Candidate can formulate **many** initiatives to motivate staff, students, and families to achieve a school district's vision.

Standard Function	**Unacceptable - 1**	**Acceptable - 2**	**Meets Standard - 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. Candidate **does not** understand the theory and research related to organizational and educational leadership. (ELCC 1.4b)	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 organizational and educational leadership.	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 leadership.

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**	**Acceptable - 2**	**Meets Standard - 3**	**Distinguished - 4**
2A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.	Candidate **cannot** develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.	Candidate can **partially** develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.	Candidate **can** develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.	Candidate can **effectively** develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.

Standard Function	**Unacceptable - 1**	**Acceptable - 2**	**Meets Standard - 3**	**Distinguished - 4**
2C. Create a personalized and motivating learning environment for students.	Candidate **does not** understand and **cannot** apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. Candidate **does not** understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.	Candidate **partially** understands and can **partially** apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. Candidate **partially** understands how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.	Candidate **can** understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. Candidate **can** understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.	Candidate **comprehensively** understands and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. Candidate **comprehensively** understands how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.

CONTENT KNOWLEDGE ASSESSMENT – CEQ 502

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 502 APA:

You are to analyze student performance data related to a school/district <u>improvement plan</u>. Make specific recommendations for improvements to the plan and outline the implications to the school/district setting. During the evaluation process of this improvement plan you must become aware of the knowledge you need to accomplish the following:

1. Collect, organize and analyze student performance data and do a detailed comparison to the goals of a specific improvement plan.
2. Evaluate the effectiveness of the improvement plan and advocate for modifications in the plan that will provide success for all students.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (**1C, 1D, and 1E**).

- **1C. Create and implement plans to achieve goals.**
- **1D. Promote continuous and sustainable improvement.**
- **1E. Monitor and evaluate progress and revise plans.**

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

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**	**Acceptable - 2**	**Meets Standard - 3**	**Distinguished - 4**
1C. Create and implement plans to achieve goals.	Candidate **cannot** design research-based plans and/or processes to effectively implement a district vision throughout an entire school district and community. (ELCC 1.3b)	Candidate can **partially** design research-based plans and/or processes to effectively implement a district vision throughout an entire school district and community.	Candidate **can** design research-based processes to effectively implement a district vision throughout an entire school district and community.	Candidate can design **many** research-based plans and/or processes to effectively implement a district vision throughout an entire school district and community.

Standard Function	**Unacceptable - 1**	**Acceptable - 2**	**Meets Standard - 3**	**Distinguished - 4**
1D. Promote continuous and sustainable	Candidate **does not** demonstrate the ability to articulate the	Candidate demonstrates the ability to **partially**	Candidate **can** demonstrate the ability to articulate the components	Candidate demonstrates a **strong** ability to articulate the components of this

| | components of this vision for a district and the leadership processes necessary to implement and support the vision. (ELCC 1.2a) | articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision. | of this vision for a district and the leadership processes necessary to implement and support the vision. | vision for a district and the leadership processes necessary to implement and support the vision. |
| improvement. | | | | |

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
1E. Monitor and evaluate progress and revise plans.	Candidate **does not** 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. (ELCC 1.4b)	Candidate **partially** engages 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.	Candidate **can** 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.	Candidate **regularly** engages 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.

CONTENT KNOWLEDGE ASSESSMENT – CEQ 503

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 503 APA:

You are to present an **improvement plan** developed through integrated community involvement that will focus on a present program in your school. During the developmental process of this plan you must become aware of the knowledge you need to accomplish the following:

1. 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.
2. Use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards **(2B, 2I, and 5A)**.

- **2B. Create a comprehensive, rigorous, and coherent curricular program.**
- **2I. Monitor and evaluate the impact of the instructional program.**
- **5A.Ensure a system of accountability for every student's academic and social success.**

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

Scoring Guide:

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	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2B. Create a comprehensive, rigorous, and coherent curricular program.	Candidate **does not** demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method. (ELCC 2.2a) Candidate **does not** demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement. (ELCC 2.2c)	Candidate demonstrates a **partial** understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method. Candidate demonstrates **some** ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.	Candidate **can** demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method. Candidate **can** demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.	Candidate can demonstrate a **comprehensive** understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method. Candidate can demonstrate a **strong** ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2I. Monitor and evaluate the impact of the instructional program.	Candidate **does not** demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs. (ELCC 2.3a) Candidate **does not** demonstrate the ability to allocate and justify resources to sustain the instructional program. (ELCC 2.2d)	Candidate demonstrates **some** ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs. Candidate demonstrates a **partial** ability to allocate and justify resources to sustain the instructional program.	Candidate **can** demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs. Candidate **can** demonstrate the ability to allocate and justify resources to sustain the instructional program.	Candidate demonstrates a **strong** ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs. Candidate can demonstrate a **strong** ability to allocate and justify resources to sustain the instructional program.

ISLLC Standard #5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.				
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
5A.Ensure a system of accountability for every	Candidate **is not** able to use qualitative and	Candidate is able to use **some** qualitative	Candidate **is** able to use qualitative and	Candidate is able to use **many** qualitative and

student's academic and social success.	quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems. (ELCC 2.2b)	and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.	quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.	quantitative data, appropriate research methods, technology, and information systems to develop a **comprehensive** long-range plan for a district that assesses the district's improvement and accountability systems.

CONTENT KNOWLEDGE ASSESSMENT – CEQ 515

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 515 APA:

You are to assess the needs of a school or district from which a **strategic plan** can be designed to promote student learning, accounting for positive culture and community involvement. During the developmental process of this strategic plan you must become aware of the knowledge you need to accomplish the following:

1. Conduct a needs assessment within a school or district which will result in a strategic plan designed to promote student learning.
2. Within the strategic plan include specific activities that will increase positive culture.
3. Within the strategic plan develop a proposal that will maximize the involvement of community members.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (**4A, 4B, 4C, and 4D**).

- **4A. Collect and analyze data and information pertinent to the educational environment.**
- **4B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.**
- **4C. Build and sustain positive relationships with families and caregivers.**
- **4D. Build and sustain productive relationships with community partners.**

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a

guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

Scoring Guide:

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**	**Acceptable - 2**	**Meets Standard - 3**	**Distinguished - 4**
4A.Collect and analyze data and information pertinent to the educational environment.	Candidate **does not** 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. (ELCC 1.4b)	Candidate **partially** engages 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.	Candidate **can** 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.	Candidate **regularly** engages 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.

Standard Function	**Unacceptable - 1**	**Acceptable - 2**	**Meets Standard - 3**	**Distinguished - 4**
4B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.	Candidate **does not** demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning. (ELCC 4.1a)	Candidate **partially** demonstrates the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.	Candidate **can** demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.	Candidate demonstrates a **strong** ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.

Standard Function	**Unacceptable - 1**	**Acceptable - 2**	**Meets Standard - 3**	**Distinguished - 4**
4C. Build and sustain positive relationships with families and caregivers.	Candidate **cannot** develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. (ELCC 4.1h)	Candidate can **partially** develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.	Candidate **can** develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.	Candidate can **effectively** develop and implement **many** strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.

Standard Function	**Unacceptable - 1**	**Acceptable - 2**	**Meets Standard - 3**	**Distinguished - 4**
4D. Build and sustain productive relationships with community partners.	Candidate **cannot** apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships. (ELCC 4.1c) Candidate **does not**	Candidate can **sometimes** apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and	Candidate **can** apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships. Candidate **can** demonstrate an ability to	Candidate **effectively** applies an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft **many** frameworks for school, business, community, government, and higher education partnerships. Candidate demonstrates a **strong** ability to develop

	demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals. (ELCC 4.1d) Candidate **does not** demonstrate the ability to involve community members, groups, and other stakeholders in district decision- making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community. (ELCC 4.1e) Candidate **does not** demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning. (ELCC 4.1f)	higher education partnerships. Candidate **partially** demonstrates an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals. Candidate **partially** demonstrates the ability to involve community members, groups, and other stakeholders in district decision- making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community. Candidate **partially** demonstrates the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.	develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals. Candidate **can** demonstrate the ability to involve community members, groups, and other stakeholders in district decision- making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community. Candidate **can** demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.	and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals. Candidate demonstrates a **strong** ability to involve community members, groups, and other stakeholders in district decision- making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community. Candidate demonstrates a **strong** ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.

CONTENT KNOWLEDGE ASSESSMENT – CEQ 528

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 528 APA:

You are to **research a School Board policy** on a specific topic related to the course. You will compare the policy to the practice in the school district where you work (live). You will compare the policy and practice to federal, state constitutional, statutory and regulatory provisions governing education in New York State. During the overall comparisons you must become aware of the knowledge you need to accomplish the following:

1. Explain how to apply legal principles to the promotion of educational equity.
2. Validate or critique the policy and practice based upon ethical and legal principles.
3. Indicate the specific laws that are affecting the functioning of the school districts through their direct influence on policy and practice.
4. Explain the procedure for how policies can be improved upon.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards **(5D, 5E, 6A, 6B, and 6C)**.

- **5D. Consider and evaluate the potential moral and legal consequences of decision-making.**
- **5E. Promote social justice and ensure that individual student needs inform all aspects of schooling.**
- **6A. Advocate for children, families, and caregivers.**
- **6B. Act to influence local, district, state, and national decisions affecting student learning.**
- **6C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.**

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

Scoring Guide:

ISLLC Standard #5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.				
Standard Function	**Unacceptable - 1**	**Acceptable - 2**	**Meets Standard - 3**	**Distinguished - 4**
5D. Consider and evaluate the potential moral and legal consequences of decision-making.	Candidate **cannot** make and explain decisions based upon ethical and legal principles. (ELCC 5.3a)	Candidates can **sometimes** make and explain decisions based upon ethical and legal principles.	Candidate **can** make and explain decisions based upon ethical and legal principles.	Candidate **always** makes and explains decisions based upon ethical and legal principles.

Standard Function	**Unacceptable - 1**	**Acceptable - 2**	**Meets Standard - 3**	**Distinguished - 4**
5E. Promote social justice and ensure that individual student needs inform all aspects of schooling.	Candidate **does not** demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in	Candidate can **partially** demonstrate a respect for the rights of others with regard to confidentiality and	Candidate **can** demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	Candidate demonstrates a **strong** respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions.

	honest interactions. (ELCC 5.1a) Candidate **does not** demonstrate the ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity. (ELCC 3.1d)	dignity and engage in honest interactions. Candidate demonstrates **some** ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity.	Candidate **can** demonstrate the ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity.	Candidate demonstrates a **strong** ability to organize a district based on indicators of equity, effectiveness, and efficiency and can **effectively** apply legal principles that promote educational equity.

ISLLC Standard #6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
6A.Advocate for children, families, and caregivers.	Candidate **does not** demonstrate the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics. (ELCC 6.3b)	Candidate **partially** demonstrates the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	Candidate **can** demonstrate the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	Candidate demonstrates a **strong** ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
6B. Act to influence local, district, state, and national decisions affecting student learning.	Candidate **does not** demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. (ELCC 6.1c) Candidate **does not** demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests. (ELCC 6.3a)	Candidate **partially** demonstrates an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. Candidate **partially** demonstrates an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.	Candidate **can** demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. Candidate **can** demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.	Candidate demonstrates a **comprehensive** understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. Candidate demonstrates a **comprehensive** understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
6C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.	Candidate **does not** demonstrate the ability to communicate regularly with all segments of the district community concerning	Candidate **partially** demonstrates the ability to communicate regularly with all segments of the	Candidate **can** demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues,	Candidate demonstrates a **strong** ability to communicate regularly with all segments of the district community concerning trends, issues, and policies

trends, issues, and policies affecting the district. (ELCC 6.2c) Candidate **does not** demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning. (ELCC 4.1b)	district community concerning trends, issues, and policies affecting the district. Candidate demonstrates a **partial** ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.	and policies affecting the district. Candidate **can** demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.	affecting the district. Candidate demonstrates a **strong** ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.

CONTENT KNOWLEDGE ASSESSMENT – CEQ 541

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 541 APA:

You are to review and improve upon the existing **communications plan** that enables information to flow between staff members and stakeholders in the district community. During the developmental process of this plan you must become aware of the knowledge you need to accomplish the following:

1. Bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the district vision.
2. Facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.
3. Respect the rights of others with regard to confidentiality and dignity and engage in honest interactions.
4. Combine impartiality, sensitivity to student diversity, and ethical considerations in the interactions with others.
5. Explain decisions based upon ethical and legal principles.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards **(3A, 3E, 5B, and 5C)**.

- **3A. Monitor and evaluate the management and operational systems.**

- **3E. Ensure teacher and organizational time is focused to support quality instruction and student learning.**
- **5B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior.**
- **5C. Safeguard the values of democracy, equity, and diversity.**

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

Scoring Guide:

ISLLC Standard #3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.				
Standard Function	**Unacceptable - 1**	**Acceptable - 2**	**Meets Standard - 3**	**Distinguished - 4**
3A.Monitor and evaluate the management and operational systems.	Candidate **does not** demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students. (ELCC 3.1a)	Candidate **partially** demonstrates the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.	Candidate **can** demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.	Candidate demonstrates a **strong** ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.

Standard Function	**Unacceptable - 1**	**Acceptable - 2**	**Meets Standard - 3**	**Distinguished - 4**
3E. Ensure teacher and organizational time is focused to support quality instruction and student learning.	Candidate **does not** demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement. (ELCC 3.1c)	Candidate **partially** demonstrates an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.	Candidate **can** demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.	Candidate demonstrates a **strong** ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.

ISLLC Standard #5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.				
Standard Function	**Unacceptable - 1**	**Acceptable - 2**	**Meets Standard - 3**	**Distinguished - 4**
5B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior.	Candidate **does not** demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote	Candidate demonstrates **some** knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and	Candidates **can** demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the	Candidate demonstrates **comprehensive** knowledge of adult learning strategies and a **strong** ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills

	new knowledge and skills in the workplace. (ELCC 2.4a) Candidate **does not** demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel. (ELCC 2.4b) Candidate **cannot** develop personal professional growth plans that reflect commitment to life-long learning and best practices. (ELCC 2.4c)	other techniques that promote new knowledge and skills in the workplace. Candidate demonstrates **some** ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel. Candidate can **partially** develop personal professional growth plans that reflect commitment to life-long learning and best practices.	workplace. Candidate **can** demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel. Candidate **can** develop personal professional growth plans that reflect commitment to life-long learning and best practices.	in the workplace. Candidate demonstrates a **strong** ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel. Candidate can **effectively** develop personal professional growth plans that reflect commitment to life-long learning and best practices.

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
5C. Safeguard the values of democracy, equity, and diversity.	Candidate **does not** demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. (ELCC 5.2a) Candidate **does not** understand and **cannot** apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. (ELCC 2.3c) Candidate **does not** understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups. (ELCC 2.3d) Candidate **does not** demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement. (ELCC 4.2d)	Candidate can **partially** demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. Candidate **partially** understands and can **partially** apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. Candidate **partially** understands how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups. Candidate **partially** demonstrates the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement.	Candidate **can** demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. Candidate **can** understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. Candidate **can** understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups. Candidate **can** demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement.	Candidate demonstrates a **strong** ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. Candidate **comprehensively** understands and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. Candidate **comprehensively** understands how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups. Candidate demonstrates a **strong** ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and **effectively** capitalize on the diversity of the community to improve district performance and student achievement.

CONTENT KNOWLEDGE ASSESSMENT – CEQ 555

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 555 APA:

You are to lead a school or district taskforce that conducts a **curriculum audit** to demonstrate alignment of curriculum, pedagogy and assessment with consideration for philosophical, sociological, and historical foundations. During the developmental process of this activities program you must become aware of the knowledge you need to accomplish the following:

> 1. Facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.
> 2. Apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (**2D, 2E, 2G, and 2H**).

- **2D. Supervise instruction.**
- **2E. Develop assessment and accountability systems to monitor student progress.**
- **2G. Maximize time spent on quality instruction.**
- **2H. Promote the use of the most effective and appropriate technologies to support teaching and learning.**

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

Scoring Guide:

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	Acceptable - 2	Meets Standard - 3	Distinguished - 4

2D. Supervise instruction.	Candidate **does not** demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel. (ELCC 2.4b)	Candidate demonstrates **some** ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.	Candidate **can** demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.	Candidate demonstrates a **strong** ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2E. Develop assessment and accountability systems to monitor student progress.	Candidate **is not** able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems. (ELCC 2.2b)	Candidate is able to use **some** qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.	Candidate **is** able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.	Candidate is able to use **many** qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a **comprehensive** long-range plan for a district that assesses the district's improvement and accountability systems.

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2G. Maximize time spent on quality instruction.	Candidate **cannot** ascertain the relationship between time management and quality instruction.	Candidate can **partially** ascertain the relationship between time management and quality instruction.	Candidate **can** ascertain the relationship between time management and quality instruction.	Candidate has a **strong** understanding of the relationship between time management and quality instruction.

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2H. Promote the use of the most effective and appropriate technologies to support teaching and learning.	Candidate **does not** demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace. (ELCC 2.4a)	Candidate demonstrates **some** knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.	Candidates **can** demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.	Candidate demonstrates **comprehensive** knowledge of adult learning strategies and a **strong** ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.

CONTENT KNOWLEDGE ASSESSMENT – CEQ 571

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 571 APA:

You are to review actual financial documents used by school districts and develop a **comprehensive budgetary picture** of how school districts respond to educational goals,

community needs, legislation and cultural norms, when designing equitable budgets that will promote student achievement. During the developmental process of this plan you must become aware of the knowledge you need to accomplish the following:

1. Manage time effectively and to deploy financial and human resources in a way that promotes student achievement.
2. Involve stakeholders in aligning resources and priorities to maximize ownership and accountability.
3. Use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.
4. Use community resources, including youth services that enhance student achievement, to solve district problems and/or accomplish district goals.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (**3B, 3C, 2A, and 2C**).

- **3B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.**
- **3C. Promote and protect the welfare and safety of students and staff.**
- **2A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.**
- **2C. Create a personalized and motivating learning environment for students.**

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

Scoring Guide:

ISLLC Standard #3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.				
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4

| 3B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources. | Candidate **cannot** use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning. (ELCC 3.3a) Candidate **cannot** creatively seek new resources to facilitate learning. (ELCC 3.3b) Candidate **cannot** apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district. (ELCC 3.3c) Candidate **cannot** apply and assess current technologies for management, business procedures, and scheduling. (ELCC 3.3d) | Candidate **sometimes** uses problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning. Candidate **sometimes** seeks new resources to facilitate learning. Candidate **sometimes** applies an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district. Candidate **sometimes** applies and assesses current technologies for management, business procedures, and scheduling. | Candidate **can** use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning. Candidate **can** creatively seek new resources to facilitate learning. Candidate **can** apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district. Candidate **can** apply and assess current technologies for management, business procedures, and scheduling. | Candidate **effectively** uses problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning. Candidate **creatively** seeks new resources to facilitate learning.

Candidate **effectively** applies an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district. Candidate can **effectively** apply and assess current technologies for management, business procedures, and scheduling. |

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
3C. Promote and protect the welfare and safety of students and staff.	Candidate **does not** demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety. (ELCC 3.1b) Candidate **does not** demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities. (ELCC 3.1e)	Candidate demonstrates **some** effective organization of fiscal, human, and material resources, giving priority to student learning and safety. Candidate **partially** demonstrates an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.	Candidate **can** demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety. Candidate **can** demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.	Candidate demonstrates **effective** organization of fiscal, human, and material resources, giving **strong** priority to student learning and safety. Candidate demonstrates a **comprehensive** understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.

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	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.	Candidate **cannot** develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes	Candidate can **partially** develop a sustained approach to improve and maintain a positive district culture for	Candidate **can** develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of	Candidate can **effectively** develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
	on multiple aspects of diversity to meet the learning needs of all students.	learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.	diversity to meet the learning needs of all students.	aspects of diversity to meet the learning needs of all students.
2C. Create a personalized and motivating learning environment for students.	Candidate **does not** understand and **cannot** apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. Candidate **does not** understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.	Candidate **partially** understands and can **partially** apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. Candidate **partially** understands how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.	Candidate **can** understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. Candidate **can** understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.	Candidate **comprehensively** understands and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. Candidate **comprehensively** understands how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.

CONTENT KNOWLEDGE ASSESSMENT – CEQ 572

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 572 APA:

You are to review and evaluate a district's **staff development plan** and its plan for assisting the marginal teacher. During the developmental process of this activities program you must become aware of the knowledge you need to accomplish the following:

1. Review and evaluate a district's staff development plan for its ability to develop effective professionals that can realize district goals. Make recommendations for improvement.
2. In light of this objective, evaluate the district's plan for assisting the marginal teacher and make recommendations for improvement.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards **(2F, and 3D)**.

- **2F. Develop the instructional and leadership capacity of staff.**
- **3D. Develop the capacity for distributed leadership.**

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

Scoring Guide:

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**	**Acceptable - 2**	**Meets Standard - 3**	**Distinguished - 4**
2F. Develop the instructional and leadership capacity of staff.	Candidate **cannot** develop personal professional growth plans that reflect commitment to life-long learning and best practices. (ELCC 2.4c)	Candidate can **partially** develop personal professional growth plans that reflect commitment to life-long learning and best practices.	Candidate **can** develop personal professional growth plans that reflect commitment to life-long learning and best practices.	Candidate can **effectively** develop personal professional growth plans that reflect commitment to life-long learning and best practices.

ISLLC Standard #3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.				
Standard Function	**Unacceptable - 1**	**Acceptable - 2**	**Meets Standard - 3**	**Distinguished - 4**
3D. Develop the capacity for distributed leadership.	Candidate **does not** understand the dynamics of distributed leadership and **cannot** implement its components among staff members.	Candidate has a **partial** understanding of the dynamics of distributed leadership and can **partially** implement its components among staff members.	Candidate **does** understand the dynamics of distributed leadership and **can** implement its components among staff members.	Candidate has a **comprehensive** understanding of the dynamics of distributed leadership and can **effectively** implement its components among staff members.