

# **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** attained by each candidate in the 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.

ISLLC	CEQ								
Content Knowledge Standards	501	502	503	515	528	541	555	571	572
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.									
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.									

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

2E. Develop assessment and accountability systems						
to monitor student progress						
2F. Develop the instructional and leadership						
capacity of staff.						
2G. Maximize time spent on quality instruction.						
2H. Promote the use of the most effective and						
appropriate technologies to support teaching and						
learning.						
2I. Monitor and evaluate the impact of the						
instructional program.						
3A.Monitor and evaluate the management and						
operational systems.						
3B. Obtain, allocate, align, and efficiently utilize						
human, fiscal, and technological resources.						
3C. Promote and protect the welfare and safety of					 -	
sc. Promote and protect the wehare and safety of students and staff.						
		_				
3D. Develop the capacity for distributed leadership.						
<b>3E.</b> Ensure teacher and organizational time is						
focused to support quality instruction and student						
learning.						
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.						
5A.Ensure a system of accountability for every						
student's academic and social success.						
5B. Model principles of self-awareness,						
reflective practice, transparency, and ethical						
behavior.						
5C. Safeguard the values of democracy,						
equity, and diversity.						
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	l					
national decisions affecting student learning.						
6C. Assess, analyze, and anticipate emerging						
trends and initiatives in order to adapt						
leadership strategies.						
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#### 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.

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	Candidate cannot	Candidate can	Candidate can	Candidate can formulate			
develop and implement	formulate the initiatives	formulate one	demonstrate the ability to	many initiatives to			
a shared vision and mission.	necessary to motivate staff, students, and	initiative to motivate staff, students, and	formulate initiatives to motivate staff, students,	motivate staff, students, and families to achieve a school			
	families to achieve a school district's vision.	families to achieve a school district's vision.	and families to achieve a school district's vision.	district's vision.			
Standard Function							

1D Collect and man	Candidate does not	Candidate	Candidate can	Candidate demonstrates a
1B. Collect and use				
data to identify goals,	demonstrate the ability	demonstrates the	demonstrate the ability to	comprehensive use of
assess organizational	to use data-based	ability to use some	use data-based research	data-based research
effectiveness, and	research strategies and	data-based research	strategies and strategic	strategies and strategic
promote organizational	strategic planning	strategies and	planning processes that	planning processes that
learning.	processes that focus on	strategic planning	focus on student learning	focus on student learning to
	student learning to	processes that focus	to develop a vision,	develop a vision, drawing
	develop a vision,	on student learning	drawing on relevant	on relevant information
	drawing on relevant	to develop a vision,	information sources such	sources such as student
	information sources	drawing on relevant	as student assessment	assessment results, student
	such as student	information sources	results, student and family	and family demographic
	assessment results,	such as student	demographic data, and an	data, and an analysis of
	student and family	assessment results,	analysis of community	community needs.
	demographic data, and	student and family	needs.	Candidate has a
	an analysis of	demographic data,	Candidate can understand	comprehensive
	community needs.	and an analysis of	the theory and research	understanding of the theory
	Candidate does not	community needs.	related to organizational	and research related to
	understand the theory	Candidate partially	and educational	organizational and
	and research related to	understands the	leadership.	educational leadership.
	organizational and	theory and research	-	
	educational leadership.	related to		
	(ELCC 1.4b)	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	Candidate cannot	Candidate can	Candidate can develop a	Candidate can effectively
sustain a culture of	develop a sustained	partially develop a	sustained approach to	develop a sustained
collaboration, trust,	approach to improve	sustained approach to	improve and maintain a	approach to improve and
learning, and high	and maintain a positive	improve and	positive district culture for	maintain a positive district
expectations.	district culture for	maintain a positive	learning that capitalizes on	culture for learning that
	learning that capitalizes	district culture for	multiple aspects of	capitalizes on multiple
	on multiple aspects of	learning that	diversity to meet the	aspects of diversity to meet
	diversity to meet the	capitalizes on	learning needs of all	the learning needs of all
	learning needs of all	multiple aspects of	students.	students.
	students.	diversity to meet the		
		learning needs of all		
		students.		

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

demonstrate the ability

to articulate the

- 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:

continuous and

<u>sust</u>ainable

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

demonstrate the ability to

articulate the components

strong ability to articulate

the components of this

demonstrates the

ability to partially

improvement.	components of this vision for a district and the leadership processes	articulate the components of this vision for a district	of this vision for a district and the leadership processes necessary to	vision for a district and the leadership processes necessary to implement and
	necessary to implement	and the leadership	implement and support the	support the vision.
	and support the vision.	processes necessary	vision.	
	(ELCC 1.2a)	to implement and		
		support the vision.		
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
1E. Monitor and	Candidate does not	Candidate partially	Candidate <b>can</b> engage in	Candidate <b>regularly</b>
evaluate progress and	engage in the	engages in the	the collection,	engages in the collection,
revise plans.	collection, organization,	collection,	organization, and analysis	organization, and analysis
	and analysis of a variety	organization, and	of a variety of	of a variety of information,
	of information,	analysis of a variety	information, including	including student
	including student	of information,	student performance data,	performance data, required
	performance data,	including student	required to assess progress	to assess progress toward a
	required to assess	performance data,	toward a district's vision,	district's vision, mission,
	progress toward a	required to assess	mission, and goals.	and goals.
	district's vision,	progress toward a		
	mission, and goals.	district's vision,		
	(ELCC 1.4b)	mission, and goals.		

#### 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.

			ident by advocating, nurturi	ng, and sustaining a school
	program conducive to stu			
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2B. Create a	Candidate does not	Candidate	Candidate can	Candidate can demonstrate
comprehensive,	demonstrate an	demonstrates a	demonstrate an	a comprehensive
rigorous, and coherent	understanding of a	partial	understanding of a variety	understanding of a variety
curricular program.	variety of instructional	understanding of a	of instructional research	of instructional research
	research methodologies	variety of	methodologies and can	methodologies and can
	and can analyze the	instructional research	analyze the comparable	analyze the comparable
	comparable strengths	methodologies and	strengths and weaknesses	strengths and weaknesses
	and weaknesses of each	can analyze the	of each method.	of each method.
	method. (ELCC 2.2a)	comparable strengths	Candidate can	Candidate can demonstrate
	Candidate does not	and weaknesses of	demonstrate the ability to	a strong ability to use and
	demonstrate the ability	each method.	use and promote	promote technology and
	to use and promote	Candidate	technology and	information systems to
	technology and	demonstrates some	information systems to	enrich district curriculum
	information systems to	ability to use and	enrich district curriculum	and instruction, monitor
	enrich district	promote technology	and instruction, monitor	instructional practices, and
	curriculum and	and information	instructional practices, and	provide assistance to
	instruction, monitor	systems to enrich	provide assistance to	administrators who have
	instructional practices,	district curriculum	administrators who have	needs for improvement.
	and provide assistance	and instruction.	needs for improvement.	<u>I</u>
	to administrators who	monitor instructional	1.	
	have needs for	practices, and		
	improvement. (ELCC	provide assistance to		
	2.2c)	administrators who		
	,	have needs for		
		improvement.		
		I I		1
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2I. Monitor and	Candidate does not	Candidate	Candidate can	Candidate demonstrates a
evaluate the impact of	demonstrate the ability	demonstrates some	demonstrate the ability to	strong ability to facilitate
the instructional	to facilitate and engage	ability to facilitate	facilitate and engage in	and engage in activities that
program.	in activities that use	and engage in	activities that use best	use best practices and
	best practices and	activities that use	practices and sound	sound educational research
	sound educational	best practices and	educational research to	to improve instructional

	Canalate allos not	Culturate	Canalaate can	Culture demonstrates a
evaluate the impact of	demonstrate the ability	demonstrates some	demonstrate the ability to	strong ability to facilitate
the instructional	to facilitate and engage	ability to facilitate	facilitate and engage in	and engage in activities that
program.	in activities that use	and engage in	activities that use best	use best practices and
	best practices and	activities that use	practices and sound	sound educational research
	sound educational	best practices and	educational research to	to improve instructional
	research to improve	sound educational	improve instructional	programs.
	instructional programs.	research to improve	programs.	Candidate can demonstrate
	(ELCC 2.3a)	instructional	Candidate can	a strong ability to allocate
	Candidate does not	programs.	demonstrate the ability to	and justify resources to
	demonstrate the ability	Candidate	allocate and justify	sustain the instructional
	to allocate and justify	demonstrates a	resources to sustain the	program.
	resources to sustain the	partial ability to	instructional program.	1 0
	instructional program.	allocate and justify	1 0	
	(ELCC 2.2d)	resources to sustain		
		the instructional		
		program.		

ISELC Stanuaru #5. An	is the standard #5. An education reader promotes the success of every student by acting with integrity, fair ness, and in an etinear					
manner.						
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4		
5A.Ensure a system of	Candidate is not able to	Candidate is able to	Candidate is able to use	Candidate is able to use		
accountability for every	use qualitative and	use some qualitative	qualitative and	many qualitative and		

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

#### 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.

		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 Unaccentable - 1 Accentable - 2 Meets Standard - 3 Distinguished - 4				
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4		
4A.Collect and analyze	Candidate does not	Candidate partially	Candidate can engage in	Candidate regularly		
data and information	engage in the	engages in the	the collection,	engages in the collection,		
pertinent to the	collection, organization,	collection.	organization, and analysis	organization, and analysis		
educational	and analysis of a variety	organization, and	of a variety of	of a variety of information,		
environment.	of information,	analysis of a variety	information, including	including student		
	including student	of information,	student performance data,	performance data, required		
	performance data,	including student	required to assess progress	to assess progress toward a		
	required to assess	performance data,	toward a district's vision,	district's vision, mission,		
	progress toward a	required to assess	mission, and goals.	and goals.		
	district's vision,	progress toward a	mission, and goals.	and goals.		
	mission, and goals.	district's vision,				
	(ELCC 1.4b)	mission, and goals.				
	(ELUC 1.40)	mission, and goals.				
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4		
4B. Promote	Candidate does not	Candidate partially	Candidate can	Candidate demonstrates a		
understanding,	demonstrate the ability	demonstrates the	demonstrate the ability to	strong ability to facilitate		
appreciation, and use	to facilitate the	ability to facilitate	facilitate the planning and	the planning and		
of the community's	planning and	the planning and	implementation of	implementation of		
diverse cultural, social,	implementation of	implementation of	programs and services that	programs and services that		
and intellectual	programs and services	programs and	bring together the	bring together the resources		
resources.	that bring together the	services that bring	resources of families and	of families and the		
	resources of families	together the	the community to	community to positively		
	and the community to	resources of families	positively affect student	affect student learning.		
	positively affect student	and the community	learning.			
	learning. (ELCC 4.1a)	to positively affect	icumig.			
	icanning. (ELECC 4.14)	student learning.				
		student learning.				
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4		
4C. Build and sustain	Candidate cannot	Candidate can	Candidate can develop	Candidate can effectively		
positive relationships	develop and implement	partially develop	and implement strategies	develop and implement		
with families and	strategies that support	and implement	that support the	many strategies that		
caregivers.	the involvement of	strategies that	involvement of families in	support the involvement of		
	families in the	support the	the education of their	families in the education of		
	education of their	involvement of	children that reinforces for	their children that		
	children that reinforces	families in the	district staff a belief that	reinforces for district staff a		
	for district staff a belief	education of their	families have the best	belief that families have the		
	that families have the	children that	interests of their children	best interests of their		
	best interests of their	reinforces for district	in mind.	children in mind.		
	children in mind.	staff a belief that				
	(ELCC 4.1h)	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	Candidate cannot apply	Candidate can	Candidate can apply an	Candidate effectively		
4D. Build and sustain productive	Candidate <b>cannot</b> apply an understanding of	Candidate can sometimes apply an	Candidate <b>can</b> apply an understanding of	Candidate <b>effectively</b> applies an understanding or		
4D. Build and sustain productive relationships with	Candidate <b>cannot</b> apply an understanding of community relations	Candidate can sometimes apply an understanding of	Candidate <b>can</b> apply an understanding of community relations	Candidate <b>effectively</b> applies an understanding of community relations		
4D. Build and sustain productive	Candidate <b>cannot</b> apply an understanding of community relations models, marketing	Candidate can sometimes apply an understanding of community relations	Candidate <b>can</b> apply an understanding of community relations models, marketing	Candidate <b>effectively</b> applies an understanding or community relations models, marketing		
4D. Build and sustain productive relationships with	Candidate <b>cannot</b> apply an understanding of community relations models, marketing strategies and	Candidate can sometimes apply an understanding of community relations models, marketing	Candidate <b>can</b> apply an understanding of community relations models, marketing strategies and processes,	Candidate <b>effectively</b> applies an understanding of community relations models, marketing strategies and processes,		
4D. Build and sustain productive relationships with	Candidate <b>cannot</b> apply an understanding of community relations models, marketing strategies and processes, data driven	Candidate can sometimes apply an understanding of community relations models, marketing strategies and	Candidate <b>can</b> apply an understanding of community relations models, marketing strategies and processes, data driven decision-	Candidate <b>effectively</b> applies an understanding of community relations models, marketing strategies and processes, data driven decision-		
4D. Build and sustain productive relationships with	Candidate <b>cannot</b> apply an understanding of community relations models, marketing strategies and	Candidate can sometimes apply an understanding of community relations models, marketing	Candidate <b>can</b> apply an understanding of community relations models, marketing strategies and processes,	Candidate <b>effectively</b> applies an understanding of community relations models, marketing strategies and processes,		
4D. Build and sustain productive relationships with	Candidate <b>cannot</b> apply an understanding of community relations models, marketing strategies and processes, data driven	Candidate can sometimes apply an understanding of community relations models, marketing strategies and	Candidate <b>can</b> apply an understanding of community relations models, marketing strategies and processes, data driven decision-	Candidate <b>effectively</b> applies an understanding or community relations models, marketing strategies and processes, data driven decision-		
4D. Build and sustain productive relationships with	Candidate <b>cannot</b> apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and	Candidate can sometimes apply an understanding of community relations models, marketing strategies and processes, data	Candidate <b>can</b> apply an understanding of community relations models, marketing strategies and processes, data driven decision- making, and	Candidate <b>effectively</b> applies an understanding o community relations models, marketing strategies and processes, data driven decision- making, and communication theory to		
4D. Build and sustain productive relationships with	Candidate <b>cannot</b> apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for	Candidate can sometimes apply an understanding of community relations models, marketing strategies and processes, data driven decision- making, and	Candidate <b>can</b> apply an understanding of community relations models, marketing strategies and processes, data driven decision- making, and communication theory to craft frameworks for	Candidate <b>effectively</b> applies an understanding o community relations models, marketing strategies and processes, data driven decision- making, and communication theory to craft <b>many</b> frameworks for		
4D. Build and sustain productive relationships with	Candidate <b>cannot</b> apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business,	Candidate can sometimes apply an understanding of community relations models, marketing strategies and processes, data driven decision- making, and communication	Candidate <b>can</b> apply an understanding of community relations models, marketing strategies and processes, data driven decision- making, and communication theory to craft frameworks for school, business,	Candidate <b>effectively</b> applies an understanding of community relations models, marketing strategies and processes, data driven decision- making, and communication theory to craft <b>many</b> frameworks for school, business,		
4D. Build and sustain productive relationships with	Candidate <b>cannot</b> 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,	Candidate can sometimes apply an understanding of community relations models, marketing strategies and processes, data driven decision- making, and communication theory to craft	Candidate <b>can</b> 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,	Candidate <b>effectively</b> applies an understanding of community relations models, marketing strategies and processes, data driven decision- making, and communication theory to craft <b>many</b> frameworks for school, business, community, government,		
4D. Build and sustain productive relationships with	Candidate <b>cannot</b> 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	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	Candidate <b>can</b> 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	Candidate <b>effectively</b> applies an understanding o community relations models, marketing strategies and processes, data driven decision- making, and communication theory to craft <b>many</b> frameworks for school, business, community, government, and higher education		
4D. Build and sustain productive relationships with	Candidate <b>cannot</b> 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 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,	Candidate <b>can</b> 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 <b>effectively</b> applies an understanding of community relations models, marketing strategies and processes, data driven decision- making, and communication theory to craft <b>many</b> frameworks for school, business, community, government, and higher education partnerships.		
4D. Build and sustain productive relationships with	Candidate <b>cannot</b> 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	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	Candidate <b>can</b> 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	Candidate <b>effectively</b> applies an understanding of community relations models, marketing strategies and processes, data driven decision- making, and communication theory to craft <b>many</b> frameworks for school, business, community, government, and higher education		

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

#### **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.

ISLLC Standard #5: An	education leader promotes	the success of every stu	dent by acting with integrity	, fairness, and in an ethical
manner.				
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
5D. Consider and	Candidate cannot make	Candidates can	Candidate can make and	Candidate always makes
evaluate the potential	and explain decisions	sometimes make and	explain decisions based	and explains decisions
moral and legal	based upon ethical and	explain decisions	upon ethical and legal	based upon ethical and
consequences of	legal principles. (ELCC	based upon ethical	principles.	legal principles.
decision-making.	5.3a)	and legal principles.		
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
5E. Promote social	Candidate does not	Candidate can	Candidate can	Candidate demonstrates a
justice and ensure that	demonstrate a respect	partially	demonstrate a respect for	strong respect for the rights
individual student	for the rights of others	demonstrate a respect	the rights of others with	of others with regard to
needs inform all	with regard to	for the rights of	regard to confidentiality	confidentiality and dignity
aspects of schooling.	confidentiality and	others with regard to	and dignity and engage in	and engages in honest
	dignity and engage in	confidentiality and	honest interactions.	interactions.

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

	education leader promotes mic, legal, and cultural co		ident by understanding, resp	onding to, and influencing
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
6A.Advocate for children, families, and caregivers.	Candidate <b>does not</b> 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 <b>partially</b> 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 <b>can</b> 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 6B. Act to influence	Unacceptable - 1 Candidate does not	Acceptable - 2 Candidate partially	Meets Standard - 3 Candidate can	Distinguished - 4 Candidate demonstrates a
local, district, state, and national decisions affecting student learning.	demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. (ELCC 6.1c) Candidate <b>does not</b> 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)	demonstrates an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. Candidate <b>partially</b> 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.	demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. Candidate <b>can</b> 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.	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,	Candidate does not	Candidate partially	Candidate can	Candidate demonstrates a
and anticipate	demonstrate the ability	demonstrates the	demonstrate the ability to	strong ability to
emerging trends and	to communicate	ability to	communicate regularly	communicate regularly with
initiatives in order to	regularly with all	communicate	with all segments of the	all segments of the district
adapt leadership	segments of the district	regularly with all	district community	community concerning
strategies.	community concerning	segments of the	concerning trends, issues,	trends, issues, and policies

trends, issues, and	district community	and policies affecting the	affecting the district.
	2	1 0	e
policies affecting the	concerning trends,	district.	Candidate demonstrates a
district. (ELCC 6.2c)	issues, and policies	Candidate can	strong ability to use public
Candidate does not	affecting the district.	demonstrate an ability to	information and research-
demonstrate an ability	Candidate	use public information and	based knowledge of issues
to use public	demonstrates a	research-based knowledge	and trends to collaborate
information and	partial ability to use	of issues and trends to	with community members
research-based	public information	collaborate with	and community
knowledge of issues	and research-based	community members and	organizations to have a
and trends to	knowledge of issues	community organizations	positive affect on student
collaborate with	and trends to	to have a positive affect	learning.
community members	collaborate with	on student learning.	
and community	community members		
organizations to have a	and community		
positive affect on	organizations to have		
student learning.	a positive affect on		
(ELCC 4.1b)	student learning.		

#### **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.

	education leader promotes for a safe, efficient, and ef		ident by ensuring manageme	ent of the organization,
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
3A.Monitor and evaluate the management and operational systems.	Candidate <b>does not</b> 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 <b>partially</b> 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 <b>can</b> 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 <b>does not</b> 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 <b>partially</b> demonstrates an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.	Candidate <b>can</b> demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.	Candidate demonstrates a <b>strong</b> ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.

ISLLC Standard #5: An e	education leader promotes	the success of every stu	dent 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	Candidate does not	Candidate	Candidates can	Candidate demonstrates
self-awareness,	demonstrate knowledge	demonstrates some	demonstrate knowledge of	comprehensive knowledge
reflective practice,	of adult learning	knowledge of adult	adult learning strategies	of adult learning strategies
transparency, and	strategies and the	learning strategies	and the ability to apply	and a <b>strong</b> ability to
ethical behavior.	ability to apply	and the ability to	technology and research to	apply technology and
	technology and research	apply technology and	professional development	research to professional
	to professional	research to	design focusing on	development design
	development design	professional	authentic problems and	focusing on authentic
	focusing on authentic	development design	tasks, mentoring,	problems and tasks,
	problems and tasks,	focusing on authentic	coaching, conferencing,	mentoring, coaching,
	mentoring, coaching,	problems and tasks,	and other techniques that	conferencing, and other
	conferencing, and other	mentoring, coaching,	promote new knowledge	techniques that promote
	techniques that promote	conferencing, and	and skills in the	new knowledge and skills

	new knowledge and skills in the workplace. (ELCC 2.4a) Candidate <b>does not</b> 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 <b>cannot</b> 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 <b>some</b> ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel. Candidate can <b>partially</b> develop personal professional growth plans that reflect commitment to life-long learning and best practices.	workplace. Candidate <b>can</b> 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 <b>can</b> 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.	Candidate <b>does not</b> demonstrate the ability	Candidate can	Candidate <b>can</b> demonstrate the ability to	Candidate demonstrates a <b>strong</b> ability to combine
values of democracy, equity, and diversity.	demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. (ELCC 5.2a) Candidate <b>does not</b> understand and <b>cannot</b> apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. (ELCC 2.3c) Candidate <b>does not</b> understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups. (ELCC 2.3d) Candidate <b>does not</b> 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)	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.	demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. Candidate <b>can</b> understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. Candidate <b>can</b> understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups. Candidate <b>can</b> 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.	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.

#### 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.

	<b>^</b>	•	dent by advocating, nurturing	ng, and sustaining a school
culture and instructional	program conducive to stud	dent learning and staff <b>p</b>	professional growth.	
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4

2D. Supervise	Candidate does not	Candidate	Candidate can	Candidate demonstrates a
instruction.	demonstrate the ability	demonstrates some	demonstrate the ability to	strong ability to use
	to use strategies such as	ability to use	use strategies such as	strategies such as
	observations and	strategies such as	observations and	observations and
	collaborative reflection	observations and	collaborative reflection to	collaborative reflection to
	to help form	collaborative	help form comprehensive	help form comprehensive
	comprehensive	reflection to help	professional growth plans	professional growth plans
	professional growth	form comprehensive	with district and school	with district and school
	plans with district and	professional growth	personnel.	personnel.
	school personnel.	plans with district		
	(ELCC 2.4b)	and school		
		personnel.		
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2E. Develop assessment	Candidate is not able to	Candidate is able to	Candidate is able to use	Candidate is able to use
and accountability	use qualitative and	use some qualitative	qualitative and	many qualitative and
systems to monitor	quantitative data,	and quantitative data,	quantitative data,	quantitative data,
student progress.	appropriate research	appropriate research	appropriate research	appropriate research
	methods, technology,	methods, technology,	methods, technology, and	methods, technology, and
	and information	and information	information systems to	information systems to
	systems to develop a	systems to develop a	develop a long-range plan	develop a comprehensive
	long-range plan for a	long-range plan for a	for a district that assesses	long-range plan for a
	district that assesses the	district that assesses	the district's improvement	district that assesses the
	district's improvement	the district's	and accountability	district's improvement and
	and accountability	improvement and	systems.	accountability systems.
	systems. (ELCC 2.2b)	accountability		
		systems.		
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
Standard Function 2G. Maximize time	Unacceptable - 1 Candidate cannot	Acceptable - 2 Candidate can	Meets Standard - 3 Candidate can ascertain	Distinguished - 4 Candidate has a strong
2G. Maximize time	Candidate cannot	Candidate can	Candidate can ascertain	Candidate has a strong
2G. Maximize time spent on quality	Candidate <b>cannot</b> ascertain the relationship between time management and	Candidate can <b>partially</b> ascertain	Candidate <b>can</b> ascertain the relationship between	Candidate has a <b>strong</b> understanding of the relationship between time management and quality
2G. Maximize time spent on quality	Candidate <b>cannot</b> ascertain the relationship between	Candidate can <b>partially</b> ascertain the relationship between time management and	Candidate <b>can</b> ascertain the relationship between time management and	Candidate has a <b>strong</b> understanding of the relationship between time
2G. Maximize time spent on quality	Candidate <b>cannot</b> ascertain the relationship between time management and	Candidate can <b>partially</b> ascertain the relationship between time	Candidate <b>can</b> ascertain the relationship between time management and	Candidate has a <b>strong</b> understanding of the relationship between time management and quality
2G. Maximize time spent on quality instruction.	Candidate <b>cannot</b> ascertain the relationship between time management and quality instruction.	Candidate can <b>partially</b> ascertain the relationship between time management and quality instruction.	Candidate <b>can</b> ascertain the relationship between time management and quality instruction.	Candidate has a <b>strong</b> understanding of the relationship between time management and quality instruction.
2G. Maximize time spent on quality instruction. Standard Function	Candidate <b>cannot</b> ascertain the relationship between time management and quality instruction. <b>Unacceptable - 1</b>	Candidate can <b>partially</b> ascertain the relationship between time management and quality instruction. Acceptable - 2	Candidate <b>can</b> ascertain the relationship between time management and quality instruction. <b>Meets Standard - 3</b>	Candidate has a <b>strong</b> understanding of the relationship between time management and quality instruction. <b>Distinguished - 4</b>
2G. Maximize time spent on quality instruction. Standard Function 2H. Promote the use of	Candidate <b>cannot</b> ascertain the relationship between time management and quality instruction. Unacceptable - 1 Candidate <b>does not</b>	Candidate can <b>partially</b> ascertain the relationship between time management and quality instruction. Acceptable - 2 Candidate	Candidate <b>can</b> ascertain the relationship between time management and quality instruction. Meets Standard - 3 Candidates <b>can</b>	Candidate has a <b>strong</b> understanding of the relationship between time management and quality instruction. <b>Distinguished - 4</b> Candidate demonstrates
2G. Maximize time spent on quality instruction. Standard Function 2H. Promote the use of the most effective and	Candidate <b>cannot</b> ascertain the relationship between time management and quality instruction. Unacceptable - 1 Candidate <b>does not</b> demonstrate knowledge	Candidate can partially ascertain the relationship between time management and quality instruction. Acceptable - 2 Candidate demonstrates some	Candidate <b>can</b> ascertain the relationship between time management and quality instruction. <u>Meets Standard - 3</u> Candidates <b>can</b> demonstrate knowledge of	Candidate has a <b>strong</b> understanding of the relationship between time management and quality instruction. Distinguished - 4 Candidate demonstrates comprehensive knowledge
2G. Maximize time spent on quality instruction. Standard Function 2H. Promote the use of the most effective and appropriate	Candidate <b>cannot</b> ascertain the relationship between time management and quality instruction. Unacceptable - 1 Candidate <b>does not</b> demonstrate knowledge of adult learning	Candidate can <b>partially</b> ascertain the relationship between time management and quality instruction. Acceptable - 2 Candidate demonstrates <b>some</b> knowledge of adult	Candidate <b>can</b> ascertain the relationship between time management and quality instruction. <u>Meets Standard - 3</u> Candidates <b>can</b> demonstrate knowledge of adult learning strategies	Candidate has a <b>strong</b> understanding of the relationship between time management and quality instruction. Distinguished - 4 Candidate demonstrates comprehensive knowledge of adult learning strategies
2G. Maximize time spent on quality instruction. Standard Function 2H. Promote the use of the most effective and appropriate technologies to support	Candidate <b>cannot</b> ascertain the relationship between time management and quality instruction. Unacceptable - 1 Candidate <b>does not</b> demonstrate knowledge of adult learning strategies and the	Candidate can partially ascertain the relationship between time management and quality instruction. Acceptable - 2 Candidate demonstrates some knowledge of adult learning strategies	Candidate <b>can</b> ascertain the relationship between time management and quality instruction. Meets Standard - 3 Candidates <b>can</b> demonstrate knowledge of adult learning strategies and the ability to apply	Candidate has a <b>strong</b> understanding of the relationship between time management and quality instruction. Distinguished - 4 Candidate demonstrates comprehensive knowledge of adult learning strategies and a <b>strong</b> ability to
2G. Maximize time spent on quality instruction. Standard Function 2H. Promote the use of the most effective and appropriate	Candidate <b>cannot</b> ascertain the relationship between time management and quality instruction. Unacceptable - 1 Candidate <b>does not</b> demonstrate knowledge of adult learning strategies and the ability to apply	Candidate can <b>partially</b> ascertain the relationship between time management and quality instruction. Acceptable - 2 Candidate demonstrates some knowledge of adult learning strategies and the ability to	Candidate <b>can</b> ascertain the relationship between time management and quality instruction. Meets Standard - 3 Candidates <b>can</b> demonstrate knowledge of adult learning strategies and the ability to apply technology and research to	Candidate has a <b>strong</b> understanding of the relationship between time management and quality instruction. Distinguished - 4 Candidate demonstrates comprehensive knowledge of adult learning strategies and a <b>strong</b> ability to apply technology and
2G. Maximize time spent on quality instruction. Standard Function 2H. Promote the use of the most effective and appropriate technologies to support	Candidate <b>cannot</b> ascertain the relationship between time management and quality instruction. Unacceptable - 1 Candidate <b>does not</b> demonstrate knowledge of adult learning strategies and the ability to apply technology and research	Candidate can partially ascertain the relationship between time management and quality instruction. Acceptable - 2 Candidate demonstrates some knowledge of adult learning strategies	Candidate <b>can</b> ascertain the relationship between time management and quality instruction. Meets Standard - 3 Candidates <b>can</b> demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development	Candidate has a <b>strong</b> understanding of the relationship between time management and quality instruction. Distinguished - 4 Candidate demonstrates <b>comprehensive</b> knowledge of adult learning strategies and a <b>strong</b> ability to apply technology and research to professional
2G. Maximize time spent on quality instruction. Standard Function 2H. Promote the use of the most effective and appropriate technologies to support	Candidate <b>cannot</b> ascertain the relationship between time management and quality instruction. Unacceptable - 1 Candidate <b>does not</b> demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional	Candidate can partially ascertain the relationship between time management and quality instruction. Acceptable - 2 Candidate demonstrates some knowledge of adult learning strategies and the ability to apply technology and	Candidate <b>can</b> ascertain the relationship between time management and quality instruction. Meets Standard - 3 Candidates <b>can</b> demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on	Candidate has a <b>strong</b> understanding of the relationship between time management and quality instruction. Distinguished - 4 Candidate demonstrates <b>comprehensive</b> knowledge of adult learning strategies and a <b>strong</b> ability to apply technology and research to professional development design
2G. Maximize time spent on quality instruction. Standard Function 2H. Promote the use of the most effective and appropriate technologies to support	Candidate <b>cannot</b> ascertain the relationship between time management and quality instruction. Unacceptable - 1 Candidate does not demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design	Candidate can partially ascertain the relationship between time management and quality instruction. Acceptable - 2 Candidate demonstrates some knowledge of adult learning strategies and the ability to apply technology and research to	Candidate <b>can</b> ascertain the relationship between time management and quality instruction. Meets Standard - 3 Candidates <b>can</b> demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development	Candidate has a <b>strong</b> understanding of the relationship between time management and quality instruction. Distinguished - 4 Candidate demonstrates <b>comprehensive</b> knowledge of adult learning strategies and a <b>strong</b> ability to apply technology and research to professional
2G. Maximize time spent on quality instruction. Standard Function 2H. Promote the use of the most effective and appropriate technologies to support	Candidate <b>cannot</b> ascertain the relationship between time management and quality instruction. Unacceptable - 1 Candidate <b>does not</b> demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional	Candidate can partially ascertain the relationship between time management and quality instruction. Acceptable - 2 Candidate demonstrates some knowledge of adult learning strategies and the ability to apply technology and research to professional	Candidate <b>can</b> ascertain the relationship between time management and quality instruction. <u>Meets Standard - 3</u> Candidates <b>can</b> 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,	Candidate has a <b>strong</b> understanding of the relationship between time management and quality instruction. Distinguished - 4 Candidate demonstrates comprehensive knowledge of adult learning strategies and a <b>strong</b> ability to apply technology and research to professional development design focusing on authentic problems and tasks,
2G. Maximize time spent on quality instruction. Standard Function 2H. Promote the use of the most effective and appropriate technologies to support	Candidate <b>cannot</b> ascertain the relationship between time management and quality instruction. Unacceptable - 1 Candidate does not demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic	Candidate can partially ascertain the relationship between time management and quality instruction. Acceptable - 2 Candidate demonstrates some knowledge of adult learning strategies and the ability to apply technology and research to professional development design	Candidate <b>can</b> ascertain the relationship between time management and quality instruction. Meets Standard - 3 Candidates <b>can</b> demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and	Candidate has a <b>strong</b> understanding of the relationship between time management and quality instruction. Distinguished - 4 Candidate demonstrates comprehensive knowledge of adult learning strategies and a <b>strong</b> ability to apply technology and research to professional development design focusing on authentic
2G. Maximize time spent on quality instruction. Standard Function 2H. Promote the use of the most effective and appropriate technologies to support	Candidate <b>cannot</b> ascertain the relationship between time management and quality instruction. Unacceptable - 1 Candidate <b>does not</b> 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,	Candidate can partially ascertain the relationship between time management and quality instruction. Acceptable - 2 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,	Candidate <b>can</b> ascertain the relationship between time management and quality instruction. <u>Meets Standard - 3</u> Candidates <b>can</b> 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	Candidate has a <b>strong</b> understanding of the relationship between time management and quality instruction. Distinguished - 4 Candidate demonstrates comprehensive knowledge of adult learning strategies and a <b>strong</b> ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other
2G. Maximize time spent on quality instruction. Standard Function 2H. Promote the use of the most effective and appropriate technologies to support	Candidate cannot ascertain the relationship between time management and quality instruction. Unacceptable - 1 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	Candidate can partially ascertain the relationship between time management and quality instruction. Acceptable - 2 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,	Candidate <b>can</b> ascertain the relationship between time management and quality instruction. <u>Meets Standard - 3</u> Candidates <b>can</b> 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,	Candidate has a <b>strong</b> understanding of the relationship between time management and quality instruction. Distinguished - 4 Candidate demonstrates comprehensive knowledge of adult learning strategies and a <b>strong</b> ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote
2G. Maximize time spent on quality instruction. Standard Function 2H. Promote the use of the most effective and appropriate technologies to support	Candidate <b>cannot</b> ascertain the relationship between time management and quality instruction. Unacceptable - 1 Candidate <b>does not</b> 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,	Candidate can partially ascertain the relationship between time management and quality instruction. Acceptable - 2 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,	Candidate <b>can</b> ascertain the relationship between time management and quality instruction. Meets Standard - 3 Candidates <b>can</b> 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	Candidate has a <b>strong</b> understanding of the relationship between time management and quality instruction. Distinguished - 4 Candidate demonstrates comprehensive knowledge of adult learning strategies and a <b>strong</b> ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other
2G. Maximize time spent on quality instruction. Standard Function 2H. Promote the use of the most effective and appropriate technologies to support	Candidate cannot ascertain the relationship between time management and quality instruction. Unacceptable - 1 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 can partially ascertain the relationship between time management and quality instruction. Acceptable - 2 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	Candidate <b>can</b> ascertain the relationship between time management and quality instruction. Meets Standard - 3 Candidates <b>can</b> 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 has a <b>strong</b> understanding of the relationship between time management and quality instruction. Distinguished - 4 Candidate demonstrates comprehensive knowledge of adult learning strategies and a <b>strong</b> 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
2G. Maximize time spent on quality instruction. Standard Function 2H. Promote the use of the most effective and appropriate technologies to support	Candidate cannot ascertain the relationship between time management and quality instruction. Unacceptable - 1 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	Candidate can partially ascertain the relationship between time management and quality instruction. Acceptable - 2 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	Candidate <b>can</b> ascertain the relationship between time management and quality instruction. Meets Standard - 3 Candidates <b>can</b> 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 has a <b>strong</b> understanding of the relationship between time management and quality instruction. Distinguished - 4 Candidate demonstrates comprehensive knowledge of adult learning strategies and a <b>strong</b> 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

## **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.

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						

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

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
<b>3C. Promote and</b>	Candidate does not	Candidate	Candidate can	Candidate demonstrates
protect the welfare and	demonstrate effective	demonstrates some	demonstrate effective	effective organization of
safety of students and	organization of fiscal,	effective	organization of fiscal,	fiscal, human, and material
staff.	human, and material	organization of	human, and material	resources, giving strong
	resources, giving	fiscal, human, and	resources, giving priority	priority to student learning
	priority to student	material resources,	to student learning and	and safety.
	learning and safety.	giving priority to	safety.	Candidate demonstrates a
	(ELCC 3.1b)	student learning and	Candidate can	comprehensive
	Candidate does not	safety.	demonstrate an	understanding of how to
	demonstrate an	Candidate partially	understanding of how to	apply legal principles to
	understanding of how	demonstrates an	apply legal principles to	promote educational equity
	to apply legal principles	understanding of	promote educational	and provide a safe,
	to promote educational	how to apply legal	equity and provide a safe,	effective, and efficient
	equity and provide a	principles to promote	effective, and efficient	facilities.
	safe, effective, and	educational equity	facilities.	
	efficient facilities.	and provide a safe,		
	(ELCC 3.1e)	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	Inction Unacceptable - 1 Acceptable - 2 Meets Standard - 3 Distinguished - 4					
2A. Nurture and	Candidate cannot	Candidate can	Candidate can develop a	Candidate can effectively		
sustain a culture of	develop a sustained	partially develop a	sustained approach to	develop a sustained		
collaboration, trust,	approach to improve	sustained approach to	improve and maintain a	approach to improve and		
learning, and high	and maintain a positive	improve and	positive district culture for	maintain a positive district		
expectations.	district culture for	maintain a positive	learning that capitalizes on	culture for learning that		
	learning that capitalizes	district culture for	multiple aspects of	capitalizes on multiple		

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

#### **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.

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.

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	Candidate cannot	Candidate can	Candidate can develop	Candidate can effectively	
instructional and	develop personal	partially develop	personal professional	develop personal	
leadership capacity of	professional growth	personal professional	growth plans that reflect	professional growth plans	
staff.	plans that reflect	growth plans that	commitment to life-long	that reflect commitment to	
	commitment to life-	reflect commitment	learning and best	life-long learning and best	
	long learning and best	to life-long learning	practices.	practices.	
	practices. (ELCC 2.4c)	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	Candidate does not	Candidate has a	Candidate does	Candidate has a	
capacity for distributed	understand the	partial	understand the dynamics	comprehensive	
leadership.	dynamics of distributed	understanding of the	of distributed leadership	understanding of the	
	leadership and cannot	dynamics of	and can implement its	dynamics of distributed	
	implement its	distributed leadership	components among staff	leadership and can	
	components among	and can partially	members.	effectively implement its	
	staff members.	implement its		components among staff	
		components among		members.	
		staff members.			