

Section IV. Evidence for meeting standards

Assessment 7. Professional Knowledge, Skills and Dispositions

Organizational Management and Community Relations Project

1. Description of the assessment and its use in the program

Assessment #7 will be a School and Community Strategic Plan focusing on the effective organization and management of fiscal, human and material resources to enhance student learning. Candidates will demonstrate collaboration with families, the community and other stakeholders for outreach to the larger community.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III

Candidates will demonstrate their knowledge, skills and dispositions in data-driven decision making with attention to the issues of equity, effectiveness and efficiency. Candidates will work with staff in developing needs assessments, building consensus, resolving conflicts and aligning resources with the organizational vision. All stakeholders will be encouraged to participate in the process.

3. A brief analysis of data findings

There are no data since this is a new assessment which will be implemented in the 2008-2009 during the first semester of the candidates' internship. As indicated in assessment # 6, we need to give more attention to the involvement of families, the community and more outreach to the greater community. This School and Community Strategic Plan will give us more feedback if we are making progress toward that standard.

4. Interpretation of how data provide evidence for meeting standards

No data available

Assessment Documentation

ATTACHMENT A

Assessment Tool or Description of the Assignment

Organizational Management and Community Relations Project

Candidates will complete a project related to data-driven decision-making, program improvement based on individual or program data leading to instructional improvement. Candidates will demonstrate their knowledge of action planning, provide evidence of their knowledge of data in curricular/program design and reform and exhibit their leadership skills in engaging and motivating the school community in data-driven decision-making to promote educational equity in safe and efficient facilities.

Organizational Management and Community Relations Project

Standard:	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
3.1 Manage the Organization	The candidates did not demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency. Candidates developed one plan of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction. Candidates did not demonstrate the ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.	The candidates demonstrate an acceptable ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency. Candidates developed a few plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction. Candidates demonstrate the ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.	The candidates demonstrate exemplary abilities to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency. Candidates developed various plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction. Candidates demonstrate the ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.
3.2 Manage Operations	Candidates did not demonstrate the ability to involve staff in conducting operations and setting priorities and used inappropriate and ineffective	Candidates demonstrate an acceptable ability to involve staff in conducting operations and setting priorities and used few appropriate	Candidates demonstrate exemplary abilities to involve staff in conducting operations and setting priorities and used inappropriate

	needs assessment, research-based data, and group process skills and did not build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision. No communication plans were developed for the staff that included their family and community collaboration skills. Candidate did not demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.	and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision. Communication plans were developed for the staff that included few family and community collaboration skills. Candidates partially demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.	and ineffective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision. Many communication plans were developed for the staff that included their family and community collaboration skills. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.
3.3 Manage Resources	Candidates did not use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning. Candidates creatively seek one new resource to facilitate learning. Candidates did not apply and assess current technologies for school management, business procedures, and scheduling.	Candidates effectively use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning. Candidates creatively seek some new resources to facilitate learning. Candidates apply and assess few current technologies for school management, business procedures, and scheduling.	Candidates use exemplary problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning. Candidates creatively seek various new resources to facilitate learning. Candidates apply and assess many current technologies for school management, business procedures, and scheduling.
4.1 Collaborate with Families and Other	Candidates did not demonstrate an ability to bring together resources of family members and the community	Candidates demonstrate an acceptably ability to bring together resources of family members and	Candidates demonstrate exemplary abilities to bring together resources of family members and the

<p>Community Members</p>	<p>to positively affect student learning. Candidate did not involve families in the education of their children. A belief that families have the best interests of their children in mind was not fully established. Did not use public information and research-based knowledge of issues and trends. Collaboration with families and community members were not used. One method of outreach was aimed at businesses, religious, political, and service organizations. Candidates involved few families and other stakeholders in the school decision-making processes, which did not reflect an understanding that schools are an integral part of the larger community. A comprehensive program of community relations was not developed. There was little demonstration of the ability to work with the media.</p>	<p>the community to positively affect student learning. Candidate involved some families in the education of their children on the belief that families have the best interests of their children in mind. Used public information and research-based knowledge of issues and trends to collaborate with families and community members. Few methods of outreach were aimed at businesses, religious, political, and service organizations. Candidates involved several families and other stakeholders in the school decision-making processes, which did reflect an understanding that schools are an integral part of the larger community. A comprehensive program of community relations was developed. There was some demonstration of the ability to work with the media.</p>	<p>community to positively affect student learning. Candidate did not involve families in the education of their children on the belief that families have the best interests of their children in mind. Used public information and research-based knowledge of issues and trends to collaborate with families and community members. Various methods of outreach were aimed at businesses, religious, political, and service organizations. Candidate involved many families and other stakeholders in the school decision-making processes, which reflect an understanding that schools are an integral part of the larger community. A comprehensive program of community relations was developed. There was a demonstration of the ability to work with the media.</p>
<p>4.2 Respond to Community Interest and Needs</p>	<p>Candidates demonstrate little involvement with the community, including few interactions with individuals and groups with conflicting perspectives. There was some ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and</p>	<p>Candidates demonstrate an acceptable involvement with the community, including many interactions with individuals and groups with conflicting perspectives. There was an ability to use appropriate assessment strategies and research methods to understand and accommodate</p>	<p>Candidates demonstrate exemplary involvement with the community, including various interactions with individuals and groups with conflicting perspectives. There was an ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and</p>

	community conditions and dynamics. Provides little leadership to programs serving students with special and exceptional needs. Demonstrates little ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.	diverse school and community conditions and dynamics. Provides some leadership to programs serving students with special and exceptional needs. Demonstrates some ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.	community conditions and dynamics. Provides strong leadership to programs serving students with special and exceptional needs. Demonstrates strong ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.
4.3 Mobilize Community Resources	Candidates did not demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals. There was limited use of school resources and social service agencies to serve the community. There was limited understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.	Candidates demonstrate an acceptable understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals. There was some use of school resources and social service agencies to serve the community. There was some understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.	Candidates demonstrate an exemplary understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals. There was effective use of school resources and social service agencies to serve the community. There was an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.
5.1 Acts with Integrity	Candidates did not demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	Candidates demonstrate an acceptable respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	Candidates demonstrate exemplary respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.
5.2 Acts Fairly	Candidates did not demonstrate the ability to combine impartiality,	Candidates demonstrate an acceptable ability to combine	Candidates demonstrate exemplary ability to combine impartiality,

	sensitivity to student diversity, and ethical considerations in their interactions with others.	impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	sensitivity to student diversity, and ethical considerations in their interactions with others.
5.3 Acts Ethically	Candidates did not make and explain decisions based upon ethical and legal principles.	Candidates make and explain acceptable decisions based upon ethical and legal principles.	Candidates effectively make and explain decisions based upon ethical and legal principles.
6.1 Understand the Larger Context	Candidates did not act as informed consumers of educational theory and concepts appropriate to school context and cannot demonstrate the ability to apply appropriate research methods to a school context. Candidates demonstrate some ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community. The opportunities available to children and families in a particular school were not included. Candidates demonstrate some ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. Candidate understands some of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.	Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate an acceptable ability to apply appropriate research methods to a school context. Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community. The opportunities available to children and families in a particular school were included. Candidates demonstrate ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. Candidate understands many of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.	Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate exemplary abilities to apply appropriate research methods to a school context. Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community. The opportunities available to children and families in a particular school were included. Candidates demonstrate strong ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. Candidate understands the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.

<p>6.2 Respond to the Larger Context</p>	<p>Candidates did not demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.</p>	<p>Candidates demonstrate an acceptable ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.</p>	<p>Candidates demonstrate an exemplary ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.</p>
<p>6.3 Influence the Larger Context</p>	<p>Candidates did not demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. Candidates sometimes apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. Candidates do not 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.</p>	<p>Candidates demonstrate an acceptable ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. Candidates 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.</p>	<p>Candidates demonstrate an exemplary ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. Candidates effectively apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. Candidates strongly 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.</p>

Assessment 7 Data

Standard:	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)
3.1 Manage the Organization			
3.2 Manage Operations			
3.3 Manage Resources			
4.1 Collaborate with Families and Other Community Members			
4.2 Respond to Community Interest and Needs			
4.3 Mobilize Community Resources			
5.1 Acts with Integrity			
5.2 Acts Fairly			
5.3 Acts Ethically			
6.1 Understand the Larger Context			
6.2 Respond to the Larger Context			
6.3 Influence the Larger Context			