Section IV. Evidence for meeting standards.

Assessment 2. Content knowledge.

Budget, Facility and School Safety Case Study

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

Assessment # 2 will be a Case Study during the semester of the Budget and Facilities course. The rubric and scoring guide are based on the ELCC standards which illustrate content mastery in data-based research strategies, communication skills, involving staff in conducting operations, setting priorities, aligning resources and collaborating with families and the larger community. Problem-solving and working with constituencies with competing interests will be themes of the case study. The Case Study will be a ten-fifteen page project, modeled by the Case Study, Willow Creek Community Church (A), from the Harvard Business School.

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

Candidates will construct a Case Study illustrating their knowledge of conducting operations, setting priorities and finding consensus through the School Vision to garner resources to support student learning and positive school climate with support from both the school and the larger community.

3. A brief analysis of data findings

At this time, there are no data to report. Case Studies will be required during fall semester, 2008. The analysis of the data will provide the vehicle to assess the candidates' content knowledge in the standards cited in the rubric. Viewing the strengths and the weakness of the Case Studies and the resultant scoring, will guide the program in adding, revising or editing course content.

4. Interpretation of how data provide evidence for meeting standards

No data provided

Assessment Documentation

ATTACHMENT A

Assessment Tool or Description of the Assignment

Case Study

This Case Study during the semester of the Budget and Facilities course will illustrate content mastery in data-based research strategies, communication skills, involving staff in conducting operations, setting priorities, aligning resources and collaborating with families and the larger community. Problem-solving and working with constituencies with competing interests will be themes of the case study. The Case Study will be a ten-fifteen page project, modeled by the Case Study, Willow Creek Community Church (A), from the Harvard Business School.

Case Study

Standard:	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)
1.1 Develop a	Candidate developed a vision of	Candidate developed a vision of	Candidate developed a vision of
Vision	learning for a school that promotes	learning for a school that promotes	learning for a school that promotes
	success of all students but it did not	success of all students but included	success of all students but included
	include knowledge and theories, an	an acceptable understanding of	an exemplary understanding of
	understanding of learning goals in a	relevant knowledge and theories,	relevant knowledge and theories,
	pluralistic society, the diversity of	an understanding of learning goals	an understanding of learning goals
	learners and learners' needs, schools	in a pluralistic society, the	in a pluralistic society, the
	as interactive social and cultural	diversity of learners and learners'	diversity of learners and learners'
	systems, and social and organizational	needs, schools as interactive social	needs, schools as interactive social
	change.	and cultural systems, and social	and cultural systems, and social
		and organizational change.	and organizational change.
1.4 Steward a	Candidate did not demonstrate an	Candidates demonstrate an Candidates demonstrate	
Vision	understanding of the role effective	acceptable understanding of the	exemplary understanding of the
	communication skills play in building	role effective communication	role effective communication
	a shared commitment to the vision.	skills play in building a shared	skills play in building a shared
	Candidate was unable to design or	commitment to the vision.	commitment to the vision.
	adopt a system to use data-based	Candidate was able to design or	Candidate was able to design or
	research strategies to regularly	adopt a system to use data-based	adopt a system to use data-based

	monitor, evaluate, and revise the	research strategies to regularly	research strategies to regularly	
	vision. Candidates assume	monitor, evaluate, and revise the	monitor, evaluate, and revise the	
	stewardship of the vision through one	vision. Candidates assume	vision. Candidates assume stewardship of the vision through a	
	method.	stewardship of the vision through a		
		few methods.	variety of methods.	
2.3 Apply Best	Candidates did not demonstrate the	Candidates demonstrate an	Candidates demonstrate an	
Practice to	ability to assist school personnel in	acceptable ability to assist school	exemplary ability to assist school	
Student	understanding and applying best	personnel in understanding and	personnel in understanding and	
Learning	practices for student learning. The	applying best practices for student	applying best practices for student	
	human development theory, proven	learning. The human development	learning. The human development	
	learning, and motivational theories,	theory, proven learning, and	theory, proven learning, and	
	and concern for diversity to the	motivational theories, and concern	motivational theories, and concern	
	learning process was not included.	for diversity to the learning	for diversity to the learning	
	Few appropriate research strategies to	process was included. Several	process was included. Various	
	promote an environment for improved	appropriate research strategies to	appropriate research strategies to	
	student achievement were used.	promote an environment for	promote an environment for	
		improved student achievement	improved student achievement	
		were used.	were used.	
3.2 Manage	Candidates did not demonstrate the	Candidates acceptably	Candidates demonstrate an	
Operations	ability to involve staff in conducting	demonstrate the ability to involve	exemplary ability to involve staff	
	operations and setting priorities and	staff in conducting operations and	in conducting operations and	
	used inappropriate and ineffective	setting priorities and used few	setting priorities and used	
	needs assessment, research-based data,	appropriate and effective needs	inappropriate and ineffective needs	
	and group process skills and did not	assessment, research-based data,	assessment, research-based data,	
	build consensus, communicate, and	and group process skills to build	and group process skills to build	
	resolve conflicts in order to align	consensus, communicate, and	consensus, communicate, and	
	resources with the organizational	resolve conflicts in order to align	resolve conflicts in order to align	
	vision. No communication plans were	resources with the organizational	resources with the organizational	
	developed for the staff that included	vision. Communication plans were	vision. Many communication	
	their family and community	developed for the staff that	plans were developed for the staff	
	collaboration skills. Candidate did not	included few family and	that included their family and	
	demonstrate an understanding of how	community collaboration skills.	community collaboration skills.	
	to apply legal principles to promote	Candidates partially demonstrate	Candidates demonstrate an	
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	educational equity and provide safe,	an understanding of how to apply	understanding of how to apply	
	effective, and efficient facilities.	legal principles to promote	legal principles to promote	
	chective, and efficient facilities.	educational equity and provide	educational equity and provide	
		safe, effective, and efficient	safe, effective, and efficient	
		facilities.	facilities.	
4.1	Candidates did not demonstrate an	Candidates demonstrate an	Candidates demonstrate	
Collaborate				
with Families	ability to bring together resources of	acceptable ability to bring	exemplary abilities to bring	
	family members and the community to	together resources of family	together resources of family	
and Other	positively affect student learning.	members and the community to	members and the community to	
Community	Candidate did not involved families in	positively affect student learning.	positively affect student learning.	
Members	the education of their children. A belief that families have the bet	Candidate involved some families in the education of their children	Candidate did not involved	
	interests of their children in mind was	on the belief that families have the	families in the education of their children on the belief that families	
	not fully established. Did not use	best interests of their children in	have the best interests of their	
	public information and research-based	mind. Used public information	children in mind. Used public	
	knowledge of issues and trends. Collaboration with families and	and research-based knowledge of issues and trends to collaborate	information and research-based	
			knowledge of issues and trends to	
	community members were not used.	with families and community	collaborate with families and	
	One method of outreach was aimed at	,		
	businesses, religious, political, and	outreach were aimed at businesses,	methods of outreach were aimed at	
	service organizations. Candidates	religious, political, and service	businesses, religious, political, and	
	involved few families and other	organizations. Candidates	J	
	stakeholders in the school decision-	involved several families and other		
	making processes, which did not	stakeholders in the school	stakeholders in the school	
	reflect an understanding that schools	decision-making processes, which	decision-making processes, which	
	are an integral part of the larger	did reflect an understanding that	reflect an understanding that	
	community. A comprehensive	schools are an integral part of the	schools are an integral part of the	
	program of community relations was	larger community. A	larger community. A	
	not developed. There was little	comprehensive program of	comprehensive program of	
	demonstration of the ability to work	community relations was	community relations was	
	with the media.	developed. There was some	developed. There was a	
		demonstration of the ability to	demonstration of the ability to	
		work with the media.	work with the media.	

4.2 Respond to Community Interest and Needs

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 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.

Candidates demonstrate 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 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.

Candidates demonstrate an **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 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

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	to provide new resources to address	funds appropriately and effectively	funds appropriately and effectively	
	emerging student problems.	to encourage communities to	to encourage communities to	
		provide new resources to address	provide new resources to address	
		emerging student problems.	emerging student problems.	
6.1	Candidates did not act as informed	Candidates act as informed	Candidates act as informed	
Understand	consumers of educational theory and	consumers of educational theory	consumers of educational theory	
the Larger	concepts appropriate to school context	and concepts appropriate to school	and concepts appropriate to school	
Context	and cannot demonstrate the ability to	context and can acceptably	context and can demonstrate an	
	apply appropriate research methods to	demonstrate the ability to apply	exemplary ability to apply	
	a school context. Candidates	appropriate research methods to a	appropriate research methods to a	
	demonstrate some ability to explain	school context. Candidates	school context. Candidates	
	how the legal and political systems	demonstrate the ability to explain	demonstrate the ability to explain	
	and institutional framework of schools	how the legal and political systems	how the legal and political systems	
	have shaped a school and community.	and institutional framework of	and institutional framework of	
	The opportunities available to children	schools have shaped a school and	schools have shaped a school and	
	and families in a particular school	community. The opportunities	community. The opportunities	
	were not included. Candidates	available to children and families	available to children and families	
	demonstrate some ability to analyze	in a particular school were	in a particular school were	
	the complex causes of poverty and	included. Candidates demonstrate	included. Candidates demonstrate	
	other disadvantages and their effects	ability to analyze the complex	strong ability to analyze the	
	on families, communities, children,	causes of poverty and other	complex causes of poverty and	
	and learning. Candidate understands disadvantages and their effe		other disadvantages and their	
	some of the policies, laws, and	families, communities, children,	effects on families, communities,	
	regulations enacted by local, state, and	and learning. Candidate	children, and learning. Candidate	
	federal authorities that affect schools,	understands many of the policies,	understands the policies, laws, and	
	especially those that might improve	laws, and regulations enacted by	regulations enacted by local, state,	
	educational and social opportunities.	local, state, and federal authorities	and federal authorities that affect	
		that affect schools, especially	schools, especially those that	
		those that might improve	might improve educational and	
		educational and social	social opportunities.	
		opportunities.		
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