

Section IV. Evidence for meeting standards.

Assessment 1 – Professional Examination of Content Knowledge

Vision Paper

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

Assessment #1 will be a Vision Paper constructed after a candidate has earned 12 credits in the program. The rubric and scoring guide are based on the demonstration of ELCC content mastery that the candidate understands the concepts that all students can learn, the school is a social system, a demonstration of organizational change, data-driven based research strategies and that the ability to communicate to various constituencies is highly important.

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

The candidate will have to connect research, theory and practice in this scholarly paper. Candidates will have to demonstrate knowledge of what constitutes a school vision, how to build it in the school community and how to communicate it beyond the parameters of the school. Candidates will have to demonstrate a process in which data-driven decision supports the vision as well as the engagement of all stakeholders.

3. A brief analysis of data findings

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

4. Interpretation of how data provide evidence for meeting standards

No data available until fall 2008

Assessment Documentation

ATTACHMENT A

Assessment Tool or Description of the Assignment

Vision Paper

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*Vision Paper***Vision Paper**

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

		few methods.	variety of methods.
2.3 Apply Best Practice to Student Learning	Candidates did not demonstrate the ability to assist school personnel in understanding and applying best practices for student learning. The human development theory, proven learning, and motivational theories, and concern for diversity to the learning process was not included. Few appropriate research strategies to promote an environment for improved student achievement were used.	Candidates demonstrate acceptable abilities to assist school personnel in understanding and applying best practices for student learning. The human development theory, proven learning, and motivational theories, and concern for diversity to the learning process was included. Several appropriate research strategies to promote an environment for improved student achievement were used.	Candidates demonstrate exemplary abilities to assist school personnel in understanding and applying best practices for student learning. The human development theory, proven learning, and motivational theories, and concern for diversity to the learning process was included. Various appropriate research strategies to promote an environment for improved student achievement were used.
3.2 Manage Operations	Candidates did not demonstrate the ability to involve staff in conducting operations and setting priorities and used inappropriate and ineffective 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.	Candidates demonstrate an acceptable ability to involve staff in conducting operations and setting priorities and used few appropriate 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	Candidates demonstrate skillful ability to involve staff in conducting operations and setting priorities and used inappropriate 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.	facilities.
4.1 Collaborate with Families and Other Community Members	Candidates did not demonstrate an ability to bring together resources of family members and the community 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.	Candidates demonstrate an acceptable ability to bring together resources of family members and 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.	Candidates demonstrate exemplary abilities to bring together resources of family members and the 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.
4.2 Respond to Community Interest and Needs	Candidates demonstrate little involvement with the community, including few interactions with individuals and groups with	Candidates demonstrate an acceptable involvement with the community, including many interactions with individuals and	Candidates demonstrate exemplary involvement with the community, including various interactions with individuals and

	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.	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.	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 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.

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 the 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 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.
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Assessment 1 Data

Standard:	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)
1.1 Develop a Vision			
1.4 Steward a Vision			
2.3 Apply Best Practice to Student Learning			
3.2 Manage Operations			
4.1 Collaborate with Families and Other Community Members			
4.2 Respond to Community Interest and Needs			
4.3 Mobilize Community Resources			
6.1 Understand the Larger Context			