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

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 an acceptable	Candidates demonstrate an
Vision	understanding of the role effective	demonstrate an understanding of	exemplary understanding of the
	communication skills play in building	the 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
	method.	stewardship of the vision through a	stewardship of the vision through a

		few methods.	variety of methods.
2.3 Apply Best	Candidates did not demonstrate the	Candidates demonstrate	Candidates demonstrate
Practice to	ability to assist school personnel in	acceptable abilities to assist	exemplary abilities to assist
Student	understanding and applying best	school personnel in understanding	school personnel in understanding
Learning	practices for student learning. The	and applying best practices for	and applying best practices for
8	human development theory, proven	student learning. The human	student learning. The human
	learning, and motivational theories,	development theory, proven	development theory, proven
	and concern for diversity to the	learning, and motivational	learning, and motivational
	learning process was not included.	theories, and concern for diversity	theories, and concern for diversity
	Few appropriate research strategies to	to the learning process was	to the learning process was
	promote an environment for improved	included. Several appropriate	included. Various appropriate
	student achievement were used.	research strategies to promote an	research strategies to promote an
		environment for improved student	environment for improved student
		achievement were used.	achievement were used.
3.2 Manage	Candidates did not demonstrate the	Candidates demonstrate an	Candidates demonstrate skillful
Operations	ability to involve staff in conducting	acceptable ability to involve staff	ability to involve staff in
	operations and setting priorities and	in conducting operations and	conducting operations and setting
	used inappropriate and ineffective	setting priorities and used few	priorities and used inappropriate
	needs assessment, research-based data,	appropriate and effective needs	and ineffective needs assessment,
	and group process skills and did not	assessment, research-based data,	research-based data, and group
	build consensus, communicate, and	and group process skills to build	process skills to build consensus,
	resolve conflicts in order to align	consensus, communicate, and	communicate, and resolve
	resources with the organizational	resolve conflicts in order to align	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
	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
		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	ability to bring together resources of	acceptable ability to bring	exemplary abilities to bring
with Families	family members and the community to	together resources of family	together resources of family
and Other	positively affect student learning. members and the communi		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	Candidate involved some families	Candidate did not involved
	belief that families have the bet	in the education of their children	families in the education of their
	interests of their children in mind was	on the belief that families have the	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.	and research-based knowledge of	information and research-based
	Collaboration with families and	issues and trends to collaborate	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	members. Few methods of	community members. Various
	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	service organizations. Candidate
	stakeholders in the school decision-	involved several families and other	involved many 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	Candidates demonstrate little	Candidates demonstrate an	Candidates demonstrate
Community	involvement with the community,	acceptable involvement with the	exemplary involvement with the
Interest and	including few interactions with	community, including many	community, including various
Needs	individuals and groups with	interactions with individuals and	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.

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			