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 ands 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 encourages 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.

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

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

Community Members

to positively affect student learning. Candidate did not involved families in the education of their children. A belief that families have the bet 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.

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.

community to positively affect student learning. Candidate did not involved 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 decisionmaking 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 conflicting perspectives. There was some ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and

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

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

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. 4.3 Mobilize Community Resources Community Community There was limited use of school resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems. 5.1 Acts with Integrity Integrity Integrity Candidates did not demonstrate te Condidates did not demonstrate an and eagae in honest interactions. Condidates demonstrate an caceptable respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. Condidates demonstrate an conditions and dynamics. Provides strong leadership to programs serving students with special and exceptional needs. Demonstrates store at the caceptable index portion the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet 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 did not demonstrate an and ability to use community resources, including youth services, to support student achievement, solve school goals. There was some understanding of and ability to use community. There was nown understanding of mades appropriately and effectively to encourage communities to provide new resources to address emerging student problems. Candidates demonstrate an accepta		community conditions and	diverse school and community	community conditions and
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 5.2 Acts Fairly Candidates did not demonstrate the Candidates demonstrate an Candidates demonstrate exemplar 		regard to confidentiality and dignity	others with regard to confidentiality	regard to confidentiality and dignity
5.2 Acts Fairly Candidates did not demonstrate the Candidates demonstrate an Candidates demonstrate exemplar		and engage in honest interactions.	and dignity and engage in honest	and engage in honest interactions.
			interactions.	
	5.2 Acts Fairly	Candidates did not demonstrate the	Candidates demonstrate an	Candidates demonstrate exemplary
ability to combine impartiality, acceptable ability to combine ability to combine impartiality,	•	ability to combine impartiality,	acceptable ability to combine	ability to combine impartiality,

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

6.2 Respond to
the Larger
Context

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.

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.

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.

6.3 Influence the Larger Context

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.

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.

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.

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			