# PROGRAM REPORT FOR THE PREPARATION OF EDUCATIONAL LEADERS (School District Leadership Level)

Educational Leadership Constituent Council (ELCC)

## COVER SHEET

<table>
<thead>
<tr>
<th>1. Institution Name</th>
<th>University of Rochester</th>
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<tbody>
<tr>
<td>2. State</td>
<td>New York</td>
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<td>3. Date submitted</td>
<td>02/01/2008</td>
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<td>4. Report Preparer's Information:</td>
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<td>Name of Preparer</td>
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<td>5. NCATE Coordinator’s Information:</td>
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<td>Name:</td>
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</tbody>
</table>
6. Name of institution's program
District Leader Preparation Program

7. NCATE Category
Educational Leadership-Administration

8. Grade levels\(^{(1)}\) for which candidates are being prepared
k-12

\(^{(1)}\) e.g. Early Childhood; Elementary K-6

9. Program Type
- Advanced Teaching
- First teaching license
- Other School Personnel
- Unspecified

10. Degree or award level
- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

11. Is this program offered at more than one site?
- Yes
12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

School District Leader

14. Program report status:

- Initial Review
- Response to a Not Recognized Decision
- Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:
NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

- Yes
- No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of ELCC standards. (Response limited to 4,000 characters)

On July 30, 2003 the University of Rochester Warner School of Education’s school leadership certification programs leading to the (a) School Administrator and Supervisor certificate (SAS) and the (b) School District Administrator certificate (SDA) were granted “national recognition” by the Educational Leadership Constituent Counsel (ELCC). On June 20, 2006, however, the New York State Board of Regents replaced the SAS and SDA with the following new educational leadership certificate titles:

a) School Building Leader (SBL) – Initial/Professional certificates – required for the following positions: principal, housemaster, supervisor, department chair, assistant principal, coordinator, unit head, and any other person serving more than 10 periods per week of the assignment in an administrative or supervisory position, except school district leader or school district business leader [Commissioner’s Regulation 52.21(c)(2)].

b) School District Leader (SDL) – Professional Certificate – required for the following positions: superintendent of schools, district superintendent, deputy superintendent, associate superintendent, assistant superintendent, and any other person having responsibility for general district wide administration, except those responsibilities defined for school business leaders [Commissioner’s Regulation 52.21(c)(3)].

Therefore, we revised our programs in Educational Leadership that prepare candidates to pursue to (a) SBL and (b) SDL certification, and got these new programs registered by the State Education Department in 2004. Most of our public school candidates pursue both building (SBL) and district (SDL) certification concurrently. In addition, candidates may complete the requirements for SBL certification and/or SDL certification through a number of different programs as articulated in the
Program of Study Section.

State registration resulted from our ability to demonstrate that our leadership programs, which were previously determined to have met the NPBEA/ELCC standards, concomitantly, met the State’s standards/requirements as published in subdivision 52.21(c) of the Commissioner’s Regulations. To do so, we presented a “crosswalk” between the ELCC standards and the state standards that demonstrated substantial agreement between respective requirements, and therefore our compliance with both governing bodies. Thus, our certification programs have been judged to meet all of the state standards as well as the standards established by the ELCC. Currently, none of the state or ELCC standards are in conflict.

Following the ELCC’s publication of the Program Report for the Preparation of Educational Leaders (School Building Leadership Level and School District Leadership Level) in January 2006 we undertook to further revise our SBL and SDL programs to include the seven “key assessments” prescribed therein. To do so required that we modify or create assignments and, in some instances, realign course content. We used the balance of 2006 to complete this transformation; therefore, we are able to provide assessment data for this report only for candidates who completed these assessments in calendar year 2007. Lastly, we anticipated that New York State would administer SBL and SDL licensure exams in fall 2007 as legislated, enabling us to meet Assessment #1. However, the State did not administer the licensure exams, prompting us to develop and administer our own Comprehensive Exam (Assessment #1) in December 2007.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

Supervised field experiences are a central component of our SDL programs. As required by New York State regulations and ELCC Standard 7.0, we structure internships to provide candidates with the opportunity to apply the knowledge and skills identified in ELCC Standards 1-6 through “substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.” Specifically, we require that all internships contain the following elements:

Planned and Guided Cooperatively: Each candidate formulates an internship committee. The internship committee is comprised of the (1) candidate, (2) a Warner School supervisor, (3) a building-level field supervisor, and (4) a district-level field supervisor. The university supervisor must be an Educational Leadership Program faculty member. The building level field supervisor must be a full-time school-level administrator who holds an SAS or SBL certificate. The district-level field supervisor must be a full-time district-level administrator who holds an SDA or SDL certificate.

Real-Setting Experience (Internship Site): The candidate will undertake the internship in both a school building and district setting. We require that candidates have building and district-level experiences because pursuant to New York State law, such will meet the internship requirements for both the SBL and SDL certificates. In other words, candidates pursuing both the SBL and SDL certificates complete only one, 6 credit internship with experiences at both the building and district levels. We desire that candidates conduct their internship during the regular school year, when students are in session. Those seeking summer internships must demonstrate to their internship committee that they will have substantial contact with students, teachers, and parents (e.g., serving as acting summer school principal).

Sustained: Candidates can conduct their internship on full-time or part-time basis, with or without
compensation. The timeframe for both full-time and part-time internships approximate a 15 week, full-time work experience. It is unlikely that an acceptable internship experience and its related activities would amount to less than 565 hours (≈15 weeks * 37.5 hours per week). There is no upper limit to the number of hours for internships.

Substantial and Standards Based: To help ensure that internships are comprised of a wide-range of meaningful activities, we require that candidates develop an Internship Plan before the start of their internship. The plan, developed in collaboration with a candidate’s internship committee, serves as a guide for the internship by documenting the activities that the candidate will perform. Each plan must include the following elements:
1. a brief description of each anticipated internship activity,
2. a listing of the ELCC Standard(s) that encompass each activity, and
3. the type of evidence that will demonstrate whether the candidate has performed the activity. Throughout the Internship the plan is modified as new opportunities emerge.

University Credit: Candidates will earn 6 credit hours for their internship.

Warner School supervisors visit candidates in the field no less than four times during the course of their internship. These meetings enable the Warner School supervisor to meet with the candidate and his/her building and/or district supervisor to discuss the candidate’s performance. We also require that candidates submit a Portfolio at the completion of their internship (Assessment #4). The portfolio comprises two “volumes/books.” The Foundation Book must contain candidates’ (a) reflective statements on each of the ELCC Standard areas, (b) updated Internship Plan, (c) Weekly Activity Reports, (d) Internship Evaluation, and (e) other supporting materials. The Supplemental Book contains work products the candidates developed in the field (e.g., schedule and letter to parent). Warner Supervisors make certain that both books provide evidence of (1) building-level and (2) district-level experiences. Lastly, Warner supervisors review the portfolio, reflect on field input from the candidates field supervisor(s), and then assess each candidate formally using a standardized rubric (see Assessment #4).

<table>
<thead>
<tr>
<th>3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)</th>
</tr>
</thead>
</table>
| Admission. All candidates in our SDL programs are required to undertake a formal admissions process that requires them to (1) complete an application form, (2) submit a (a) personal statement, (b) transcripts, (c) vita, (d) letters of recommendation, and a (e) writing sample (preferably a sample of academic writing such as a course paper), and (3) be interviewed by a leadership faculty member. Leadership faculty then review this information in reference to the following criteria for admission to the program:
| a. Applicant has earned a Bachelor’s degree from an accredited institution, and has or will have earned a Master’s degree from an accredited institution at the completion of his/her chosen program,
| b. Applicant earned a minimum grade point average of 2.5 (bachelor’s degree) and 3.0 (Master’s degree or above on a 4-point scale),
| c. Applicant has a minimum of three year’s experience as a teacher or school counselor, or will have year’s experience as a teacher or school counselor at the completion of his/her chosen program,
| d. Applicant demonstrates his/her career goals, interests, and attitudes are consistent with the Warner School’s mission and with what his or her chosen program affords,
| e. Applicant’s prior academic work and employment history signal their ability to benefit from his or her chosen program and become a leader,
| f. Applicant demonstrates his/her desire and ability to do graduate work at the Warner School, and |
g. Applicant demonstrates sufficient communication and interpersonal skills to serve staff and students well during their careers.

The decision on admission is first made by the faculty of the Educational Leadership Program. Candidates must also be admitted by the Warner School’s Admissions and Financial Aid committee (AFAC). This standing committee is comprised of faculty members from the three major divisions of the school (Educational Leadership, Teaching and Curriculum, and Counseling and Human Development).

Retention. The grading policy of the Warner School stipulates that grades of “C” or below are substandard. Program candidates who receive a “C” grade receive a written warning from the Associate Dean of Graduate Studies. The Associate Dean will involuntarily withdraw a candidate if he/she receives a second “C” grade below. One failing grade (E) will also result in the candidate being involuntarily withdraw from the program.

In addition, according to University regulation, a candidate, once admitted to a program and registered for a course, is considered to be matriculated and is required to maintain continuous registration. Continuous registration for full-time candidates means registration for at least 12 credit hours, or 9 credit hours with an assistantship, during every fall semester and every spring semester (not summer sessions) until the program is completed, or until a student officially withdraws or is formally dropped from the program. Continuous registration for part-time candidates in the Warner School means registration for a total of 9 credit hours every academic-year sequence of Summer-Fall-Spring until the program is completed or until the student withdraws or is formally dropped from the program. Candidates who do not satisfy this registration requirement must register for Continuation of Enrollment during the fall and/or spring semester in which they are not registered for coursework or they will be dropped from his/her degree program. The policy’s intent is to encourage candidates to move towards program completion in a deliberate and timely manner.

Exit. In order to complete their program, all candidates need to (1) satisfactorily complete all of the courses identified in their program of study, (2) satisfactorily complete their field experience, and (3) pass New York States licensure exam (once administered).

4. Description of the relationship (2) of the program to the unit's conceptual framework. (Response limited to 4,000 characters)

As articulated in the conceptual framework presented in our Institutional Report, we at Warner are committed to preparing educational leaders for both public and private schools with the cognitive and interpersonal capacities and skills, the knowledge, values, and dispositions to be effective educational leaders. Interpersonal capacities and skills include the following: capacity and skill to communicate and advocate, motivate, promote consensus, act reasonably, form teams, resolve conflicts, and help people change and reach collective decisions. Cognitive capacities and skills include the following: capacity and skill to define problems, formulate visions, engage in thoughtful decision-making, collect and analyze data, find, interpret and use research; engage in research, and to work with conceptual frameworks and analytical techniques. Knowledge includes knowledge of instructional practices and curriculum planning; managerial concepts and techniques; technology; social and political conditions, and conceptions of leadership. Dispositions includes the disposition to be self-reflective; to see the “big picture;” to seek to grow and improve; to treat others with integrity, fairness and ethically, to foster the development of others, and to be held accountable. Values refer to commitments to the growth and learning of all students, and commitments to ethical principles.

To achieve these ends, our program’s conceptual framework is the ELCC standards. Stated simply, we designed the set of courses in our SDL programs so that they would meet all of the ELCC standards.
5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system(3). (Response limited to 4,000 characters)

As part of our previous NCATE and ELCC application, we developed the following assessment system for SDL candidates.

1. Admission (to decide whether the candidate has the background and dispositions needed to successfully join our School-District Leader (SDL) program): vitae, personal statement, writing sample, recommendation letter, and interview.
2. Pre-internship (to decide whether the candidate is ready to undertake an internship): transcript review.
3. Post-internship (to decide whether the candidate has satisfactorily completed the internship requirements): Assessment #4 - Internship Portfolio.
4. Graduation (to decide whether the candidate has fulfilled all program requirements and demonstrated evidence of all the targeted proficiencies): transcript review (courses and grades) and completion of Assessments #1, #2, #3, #6, #7. In 2008, the NYS licensure exam, if offered, will be substituted for our current Assessment #1 – a self designed Comprehensive Exam.
5. Post-Graduation (to determine how well our candidates perform once employed as a school building leader): Assessment #5 – Employer Satisfaction Survey

As stated above, we have adopted the ELCC standards as our program standards. Therefore, our scoring guides for all seven key program assessments require the evaluator to identify the level of proficiency demonstrated by each candidate with respect to the relevant ELCC Standards for a given assessment.

(3) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

6. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

<table>
<thead>
<tr>
<th>Program of Study</th>
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</table>

See Attachments panel below.

7. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

<table>
<thead>
<tr>
<th>Section V. Tables 1, 2 and 3</th>
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</thead>
</table>

See Attachments panel below.

8. Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your
NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements.

9. Faculty Information
Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.
| Scholarship,<sup>8</sup> Leadership in Professional Associations, and Service,<sup>9</sup>; List up to 3 major contributions in the past 3 years<sup>10</sup> |  |
| Teaching or other professional experience in P-12 schools<sup>11</sup> |  |

| Faculty Member Name |  |
| Highest Degree, Field, & University<sup>5</sup> |  |
| Assignment: Indicate the role of the faculty member<sup>6</sup> |  |
| Faculty Rank<sup>7</sup> |  |
| Tenure Track |  |
| Scholarship,<sup>8</sup> Leadership in Professional Associations, and Service,<sup>9</sup>; List up to 3 major contributions in the past 3 years<sup>10</sup> |  |
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<p>| Faculty Member Name |  |
| Highest Degree, Field, &amp; University&lt;sup&gt;5&lt;/sup&gt; |  |
| Assignment: Indicate the role of the faculty member&lt;sup&gt;6&lt;/sup&gt; |  |
| Faculty Rank&lt;sup&gt;7&lt;/sup&gt; |  |
| Tenure Track |  |
| Scholarship,&lt;sup&gt;8&lt;/sup&gt; Leadership in Professional Associations, and Service,&lt;sup&gt;9&lt;/sup&gt;; List up to 3 major contributions in the past 3 years&lt;sup&gt;10&lt;/sup&gt; |  |
| Teaching or other professional experience in P-12 schools&lt;sup&gt;11&lt;/sup&gt; |  |</p>
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<th>Faculty Member Name</th>
<th>Highest Degree, Field, &amp; University&lt;sup&gt;(5)&lt;/sup&gt;</th>
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<td>Assignment: Indicate the role of the faculty member&lt;sup&gt;(6)&lt;/sup&gt;</td>
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<tr>
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<tr>
<td>Teaching or other professional experience in P-12 schools&lt;sup&gt;(11)&lt;/sup&gt;</td>
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(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.
(6) e.g., faculty, clinical supervisor, department chair, administrator
(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor
(8) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.
Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.
(9) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.
(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.
(11) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ELLC standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

<table>
<thead>
<tr>
<th>Type and Number of Assessment</th>
<th>Name of Assessment (12)</th>
<th>Type or Form of Assessment (13)</th>
<th>When the Assessment Is Administered (14)</th>
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<tbody>
<tr>
<td>Assessment #1: Licensure assessment, or other content-based assessment (required)</td>
<td>Comprehensive Exame</td>
<td>Comprehensive Exame</td>
<td>After all coursework</td>
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<tr>
<td>Assessment #2: Assessment of content knowledge in educational leadership (required)</td>
<td>Entrance Plan</td>
<td>Project</td>
<td>EDU 502</td>
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<td>Assessment #3: Assessment of</td>
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<td>Ability to design, align, and evaluate curriculum, guide professional learning (required)</td>
<td>Clinical Supervision Plan</td>
<td>Project</td>
<td>EDU 407</td>
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<tr>
<td>Assessment #4: Assessment of internship/clinical practice (required)</td>
<td>Internship Portfolio</td>
<td>Portfolio</td>
<td>EDF 498</td>
</tr>
<tr>
<td>Assessment #5: Assessment of ability to support student learning and development (required)</td>
<td>Employer Satisfaction Survey</td>
<td>Survey</td>
<td>Annually</td>
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<tr>
<td>Assessment #6: Content-based assessment – application of content (required)</td>
<td>Data Driven Decision Making Portfolio</td>
<td>Portfolio</td>
<td>EDU 468</td>
</tr>
<tr>
<td>Assessment #7: Assessment of abilities in organizational management and community relations (optional)</td>
<td>In Basket Analysis</td>
<td>Project</td>
<td>ED 465</td>
</tr>
<tr>
<td>Assessment #8: Additional assessment that addresses ELCC standards (optional)</td>
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(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

**SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS**

For each ELLC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ELLC standards.

1. **Standard 1.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community.

<table>
<thead>
<tr>
<th>1.1 Develop a District Vision of Learning.</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>#6</th>
<th>#7</th>
<th>#8</th>
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<tr>
<td>1.2 Articulate a District Vision of Learning.</td>
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<td>e</td>
<td>b</td>
<td>e</td>
<td>b</td>
<td>b</td>
<td>e</td>
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<tr>
<td>1.3 Implement a District Vision of Learning.</td>
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<td>e</td>
<td>b</td>
<td>b</td>
<td>e</td>
<td>b</td>
<td>e</td>
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</table>
1.4 Steward a District Vision of Learning.

1.5 Promote Community Involvement in District Vision.

2. Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

2.1 Promote a Positive District Culture.
2.2 Provide Effective Instructional Program within District.
2.3 Apply Best Practice to Student Learning.
2.4 Design Comprehensive Professional Growth Plans.

3. Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

3.1 Manage the District Organization.
3.2 Manage District Operations.
3.3 Manage District Resources.

4. Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with the families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Collaborate with Families and Other Community Members.
4.2 Respond to Community Interests and Needs.
4.3 Mobilize Community Resources.

5. Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

5.1 Acts with Integrity.
5.2 Acts Fairly.
5.3 Acts Ethically.

6. Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
6.1 Understand the Larger Educational Context.

6.2 Respond to the Larger Educational Context.

6.3 Influence the Larger Educational Context.

7. **Standard 7.0: Internship.** The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

7.3 Candidates apply skills and knowledge articulated in the first six ELCC standards as well as state and local standards for educational leaders. Experiences are designed to accommodate candidates’ individual needs.

### SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE’s unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
   (a) the assessment tool or description of the assignment;
   (b) the scoring guide for the assessment; and
   (c) candidate data derived from the assessment.
It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be avail

1. State licensure tests or professional examinations of content knowledge. ELCC standards addressed in this entry could include but are not limited to: 1.1, 1.4, 2.3, 3.2, 4.1, 4.2, 4.3, and 6.1. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

DIST Assessment 1

See Attachments panel below.

2. Assessment of content knowledge in educational leadership. ELCC standards addressed in this assessment could include but are not limited to 1.1, 1.4, 2.3, 3.2, 4.1, 4.2, 4.3, and 6.1. Examples of assessments include comprehensive examinations, essays, and case studies. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

DIST Assessment 2

See Attachments panel below.

3. Assessment that demonstrates candidates can effectively design, align, and evaluate curriculum, guide professional learning, and other identified professional responsibilities in educational leadership. ELCC standards that could be addressed in this assessment include but are not limited to: 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 5.1, 5.2, and 5.3. Examples of assessments include district improvement plans, needs assessment projects, and district curriculum redesign projects.

Provide assessment information as outlined in the directions for Sections III and IV.

DIST Assessment 3

See Attachments panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in internship/clinical practice. ELCC standards that could be addressed in this assessment include but are not limited to: 1.3, 2.1, 2.2, 2.3, 2.4, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, and 6.3. Examples of assessments include faculty evaluations of candidates’ performances,
internship/clinical site supervisors’ evaluations of candidates’ performances, and candidates’ formative and summative logs and reflections. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

In addition to the assessment a one-page description should be submitted to inform reviewers how the internship/clinical experience(s) have been designed to meet ELCC standards 7.1, 7.2, 7.4, 7.5, and 7.6.

DIST Assessment 4

See Attachments panel below.

5. Assessment that demonstrates candidates’ ability to support student learning. ELCC standards that could be addressed in this assessment include but are not limited to: 1.1; 1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 4.1; 4.2; 4.3; 5.1; 5.2; 5.3; 6.2; and 6.3. Examples of assessments include post-graduate 360 surveys, employer satisfaction surveys, and community feedback surveys of candidates or graduates. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

DIST Assessment 5

See Attachments panel below.

6. Assessment of the application of content knowledge in educational leadership. ELCC standards addressed in this entry could include but are not limited to: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, and 6.1. Examples of assessments include action research projects and portfolio tasks. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

DIST Assessment 6

See Attachments panel below.

(15) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included are discrete items. In this case, some of the artifacts included in the portfolio may be considered individual assessments.

7. Assessment that demonstrates candidates’ abilities in organizational management and community relations. ELCC standards that could be addressed in this assessment include but are not limited to: 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, and 6.3. Examples of assessments include district-based strategic plans, district simulations, and district intervention plans.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

DIST Assessment 7
8. Additional assessment that addresses ELCC standards. ELCC standards that could be addressed in this assessment include but are not limited to standards 1-6. Examples of assessments include portfolio tasks, post graduate 360 evaluations, action research projects, needs assessment projects, school intervention plans, district-based strategic plans, simulations, internship evaluations, candidate test scores on comprehensive exams, licensure tests not reported in #1, and follow-up studies of employers.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

The Leadership Program uses the data collected from Assessments #1 through #7 in two ways: (1) to monitor individual SDL candidates’ performance throughout their program, and (2) to measure our effectiveness in producing graduates with the knowledge, skills, and dispositions to serve effectively as a school district leader in accordance with the ELCC Standards. In the aggregate, the data reveal that our SDL candidates are well-prepared to meet all standards, although they perform exceptionally well in some areas and less so in others. In what follows we discuss how we have used these findings to improve individual candidate’s performance and, when needed, to make program improvements. We organize our discussion in reference to how our assessment system informs our understanding of candidates’ (1) content knowledge, (2) professional knowledge, skills and dispositions, and (3) effect on student learning, respectively.

(1) Content Knowledge

The ELCC has specified that Assessments #1, #2, and #6 provide evidence that SDL candidates demonstrate “content knowledge” in designated standard areas. To understand better how well our SDL program provides candidates with the content knowledge they need to effectively lead districts we aggregated and analyzed data from Assessments #1, #2, and #6 (see Table 1, uploaded separately).

As the Table 1 reports, all candidates demonstrated either “basic proficiency” or “outstanding performance” in a given standard area. Our faculty was pleased that the majority of candidates demonstrated “outstanding performance” on Standard 1.0 – Vision, Standard 2.0 – Instructional Leadership, Standard 3.3 – Manage Operations, Standard 4.0 – Community Resources, Standard 5.0 – Integrity, and Standard 6.1 – Understanding the Larger Context.
We were concerned to learn that candidates were more likely to demonstrate only “basic proficiency” on Standard 3.1 – Manage the Organization and 3.3 – Manage Resources. To address this relative weakness, beginning in Spring 2008 we will implement an additional assessment (#8) to address these ELCC standards.

Candidates will undertake Assessment #8 in ED 462 Managing School Resources. The assessment will consist of three related components: (1) an environmental scan to identify a school-community need, (2) a cost-analysis of a proposed district initiative to meet the need (e.g., adoption of a new program), and (3) a review of district practices for securing traditional and nontraditional resources (e.g., volunteers and education foundations) to fund the initiative. The instructor of the course, Brian Brent, is a recognized scholar and consultant on these issues and is eager to further develop candidates’ competencies in these areas.

Though we anticipate that Assessment #8 will move more candidates toward “outstanding performance’ as noted, we also made changes to #2 – Entrance Plan. Since a properly designed entrance attends to the sources (Federal, state, and local) and distribution resources, we will modify the assessment so that candidates may more directly address these matters. This change will be implemented in summer 2008.

New York State has yet to administer the SDL licensure exam. (One of our Faculty serves on the state panel charged with constructing the exam.) Though we are pleased that candidates have performed well on our comprehensive exam (Assessment #1) we do not know how our candidates’ content knowledge compares to those in other programs. We are eager to use findings from a state exam to identify our program’s and individual candidate’s strengths, as well as areas that need improvement.

(2) Professional Knowledge, Skills and Dispositions

The ELCC has specified that Assessments #3, #4, and #7 provide evidence that candidates demonstrate the “professional knowledge, skill, and dispositions” represented in designated standard areas. To understand better how well our SDL program enables candidates to develop and demonstrate these competencies we aggregated and analyzed data from Assessments #3, #4, and #7 ((see Table 2, uploaded separately).

As Table 2 reports, no less than 89 percent of the candidates, and in most instances 100 percent of the candidates, demonstrated either “basic proficiency” or “outstanding performance” in a given standard area. Our faculty was exceptionally pleased with this result. In particular, we are encouraged that nearly all candidates demonstrated “outstanding performance” on Standard 1.0 – Vision, and that greater than 72 percent of the candidates demonstrated “outstanding performance” on Standard 2.0 – Instructional Leadership and Standard 5.0 - Integrity. That said, our analysis suggest possible areas for improve.

We are confident that Assessment #8 (described above) will enable students to provide evidence of outstanding performance regarding Standard 3.3 - Manage Resources and 4.3 – Mobilize Community Resources. Further, we intend that Assessment #8 enable candidates to attain and demonstrate outstanding performance regarding elements of Standard 6.0 – Larger Context. Specifically, Assessment #8 will provide an opportunity for candidates to learn how federal, state, and county polices effect their districts access to and distribution of resources, while considering the oft competing aims of equity and efficiency. In addition, the assessment will enable students to demonstrate competency in various ways of interacting with and gathering data from community stakeholders, including how to conduct focus groups, surveys, and interviews.

Though we anticipate that Assessment #8 will move more candidates toward “outstanding performance’
as noted, we also made changes to Assessments #3, #4, and #7. Assessment #3 – Clinical Supervision will now require students to take account for the human resources (e.g., time management) demanded by supervising staff. Such understanding will address Standard 3.3 – Manage Resources. Further students will be asked to demonstrate whether and how the plan is implicated by collective bargaining agreements, thus addressing elements of Standard 6.0. Assessment #4 – Internship Portfolio will encourage candidates to participate in district-level budgeting activities. (Because this process most often takes place between 11/15 and 4/15 annually, timing might not make this possible for some candidates.) Assessment #7 – In-basket analysis now attends directly to how Federal, state, and local policy (e.g., regulations and law) implicate district activities. These changes will be implemented in 2008.

(3) Student Learning

We secure evidence of our SDL candidates’ effect on “student learning” from Assessment #5 – Employer Satisfaction Survey (see Table 3, uploaded separately). Thus far, the assessment has revealed the benefits of undertaking an employer survey as well as limits of our own instrument. With regard to benefits, surveying employers of our graduates provide evidence of how well our candidates meet the Standards when actually serving as a district leader. In simplest terms, the evidence is provided by experience, not classroom-based activities, which however well-designed, are limiting. The Leadership Advisory Committee (LAC) and the survey further allow us to have direct feedback on how well our program serves their needs. For example, we learned from the survey that employers have a longer view of professional growth than to typical graduates programs. Indeed, they are not distressed that a first year district may have, in their view, and emergent understanding of, say, the “larger context.”

Nevertheless, we are frustrated by the inability to have field-based performance measures for individual candidates that have graduated. (The Internship Portfolio, Assessment #4, offers pre-graduate field-based performance measures). While we understand and respect the limits employers have regarding non-contractual performance evaluations, the constraint necessarily limits the information we can glean to make needed changes programmatically. For instance, we cannot track whether candidates move from one level to another as their career progresses (i.e., emergent to basic proficiency to outstanding performance). In addition, the confidential nature of the survey does not allow us to determine whether the LAC member that indicated that are program prepared candidates “insufficiently” represents his or her reflection of a single graduate or multiple graduates. Moreover, for us to probe more deeply as to what factors lead to this assessment.

We will continue to work with the LAC to determine whether graduate tracking is possible in certain circumstances, or whether another means of data collection (e.g., interview) will be more informative. As noted in Assessment #5, the LAC meets semi-annually.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at http://www.ncate.org/institutions/process.asp?ch=4 (Response limited to 24,000 characters.)
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<th>Standard 1.0: Vision</th>
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### Section V. Table 2
Aggregate Performance Assessments #3, #4, and #7

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**Standard 2.0: Instructional Leadership**

| 1. promote positive school culture |             |              |              |          |                   |                         |
| 2. provide effective program      |             |              |              |          |                   |                         |
| 3. apply best practices           |             |              |              |          |                   |                         |
| 4. design professional growth plan|             |              |              |          |                   |                         |

**Standard 3.0: Learning Environment**

| 1. manage the organization        |             |              |              |          |                   |                         |
| 2. manage operations              |             |              |              |          |                   |                         |
| 3. manage resources               |             |              |              |          |                   |                         |

**Standard 4.0: Community resources**

| 1. collaborate with community      |             |              |              |          |                   |                         |
| 2. respond to community interests  |             |              |              |          |                   |                         |
| 3. mobilize community resources    |             |              |              |          |                   |                         |

**Standard 5.0: Integrity**

| 1. act with integrity             |             |              |              |          |                   |                         |
| 2. act fairly                     |             |              |              |          |                   |                         |
| 3. act ethically                  |             |              |              |          |                   |                         |

**Standard 6.0: Larger Context**

| 1. understand larger context      |             |              |              |          |                   |                         |
| 2. respond to the larger context  |             |              |              |          |                   |                         |
| 3. influence the larger context   |             |              |              |          |                   |                         |
### Section V. Table 3
Aggregate Performance Assessments #5

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SECTION I – PROGRAM OF STUDY

Coursework Requirements for NYS SDL Certification:

All School-District Leader (SDL) certification candidates are required to take the following courses, 24 credits.

- EDU 407 Curricular and Instructional Leadership (Summer and Spring) (3 credits)
- EDU 421 Human Resource Management (Fall) (3 credits)
- EDU 468 Data-Driven School Improvement (Fall) (3 credits)
- ED 462 Managing School Resources (Spring) (3 credits)
- ED 465 School Governance and the Rights of Students (Spring) (3 credits)
- EDF 498 Supervised Internship (every semester) (6 credits)
- EDU 502 · Leading the School District: The Superintendency in the 21st Century

Public school SDL candidates can complete the program in a calendar year, beginning in the Summer A semester and finishing the following spring semester although most candidates choose to pursue the program over longer periods of time, typically two years. In addition, as noted in Section I – Context public school, candidates can complete the SDL certificate as part of (1) a certificate only program, (2) a Master’s Degree program, (3) or an Ed.D. program. Candidates who pursue either a Master’s or an Ed.D. programs have additional requirements.

Brief description of SDL courses and their alignment with ELCC standards

In what follows we provide (a) a brief description of each course and (b) a list that identifies key course activities and the ELCC standards met by the activity.

EDU 407 · Curricular and Instructional Leadership
Provides an overview of critical leadership issues related to curriculum policy and classroom practice. Explores the “coherent curriculum” and the many complex layers involved in creating, implementing, and assessing the connectedness among everyday educational experiences. Reflects on the role of educational leaders in creating and shaping learning communities. Develops leadership practices and strategies that build a healthy learning climate by focusing on applying theory to practice; develops authentic contexts for learning; uses results to inform decisions; creates successful learners; and generates enthusiasm for rich learning experiences.

Mapping of key course activities with ELCC standards:
- Professional Development Plan (1.2, 1.3, 1.4, 1.5, 2.2, 2.4, 5.1, 5.2, 5.3)
- Clinical Supervision Plan (1.2, 1.3, 1.4, 1.5, 2.2, 2.4, 5.1, 5.2, 5.3) (Assessment #3)

ED 462 · Managing School Resources
Provides students with the skills needed to manage school resources (both fiscal and physical) effectively. Prepares candidates to prepare a budget for school, programs, and activities and to conduct a cost analysis. Addresses resource management issues in
specific program areas, including cash management and inventory, risk management, scheduling and enrollment management, and facilities and maintenance.

Mapping of key course activities with ELCC standards:
- Environmental Scan (3.3, 4.2, 4.3, 5.3, 6.1, 6.2, 6.3)
- Cost-Analysis (1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 3.3, 4.2, 5.3, 6.1)
- Budget Construction (1.3, 1.4, 2.2, 3.1, 3.2, 3.3, 4.2, 6.1)
- Time Management Quiz (3.1)
- Facilities Management Cases (3.1, 3.2, 3.3, 4.2, 5.1, 5.2, 5.3)

ED 465 · School Governance and the Rights of Students and Teachers
Provides an overview of legal principles and rules of particular relevance to school building administrators and introduces issues of applied ethics. Answers those legal questions of most relevance to school building administrators. Develops skills in the interpretation and application of law to school situations. Provides insight into some fundamental issues addressed by school law and ethical dilemmas of relevance to school leaders.

Mapping of key course activities with ELCC standards
- Analysis of Board of Education Meeting Agenda (2.1, 3.1, 3.2, 3.3, 4.2, 5.1, 5.3, 6.1, 6.2)
- In-Basket Analysis (1.4, 1.5, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.3, 6.1, 6.2) (Assessment #7)
- Supreme Court Brief Assignment (2.2, 4.2, 5.1, 5.2, 5.3, 6.1, 6.2)
- Presentation on Supreme Court Decision (2.2, 4.2, 5.1, 5.2, 5.3, 6.1, 6.2)
- Final Examination (2.2, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3)

EDU 421 · Human Resource Management
Provides an introduction to and an overview of human resources management in educational organizations. Emphasizes issues related to working with people in organizations, and policies and procedures for sound personnel administration practice.

Mapping of key course activities with ELCC standards
- Field Interview (3.1, 3.2, 3.3, 4.1, 4.2, 6.1)
- Contract Analysis (3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 6.1)
- Presentation on Terms and Conditions (3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 6.1)
- Legal Dispute Analysis (3.1, 5.1, 5.2, 5.3, 6.1)
- Strategic Planning Simulation (1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3)

EDU 468 · Data-Driven School Improvement
School leaders work in a climate that increasingly stresses the role of data collection and analysis as vital tools in decision making. Stakeholders, including parents, faculty, board members, state and federal governmental agencies, and the press, rely on data reporting to judge the quality of school programs. In this course, students are instructed on how to plan, design, implement, and complete an evaluation of an educational program using student achievement data.
EDU 502 · Leading the School District: The Superintendency in the 21st Century
Intended for those preparing for district-level leadership positions, including the superintendency. Focuses on the role of the superintendency and the perspective of that position on the challenges, needs, and opportunities facing school districts. Major emphasis is on leading a school district and managing school district operations.

Mapping of key course activities with ELCC standards
- Field Interview (3.1, 3.2, 3.3, 4.1, 4.2, 6.1)
- Job Description Analysis (1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 6.1)
- Decision Making Analysis (1.1, 2.1, 3.1, 6.1, 6.2)
- Entrance Plan (1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3) (Assessment #2)

EDF 498 · Supervised Internship in Educational Administration (variable credits)
Directed and supervised experiences at both the building and district level for the equivalent of 15 weeks full time, as necessary to meet the new New York State requirements for administrative certification and NCATE standards. Includes participation in regular university seminars. Required of students matriculated after September 2005 who are seeking New York State administrative certification.

Mapping of key course activities with ELCC standards
- Internship Portfolio (1.3, 2.1, 2.2, 2.3, 2.4, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6) (Assessment #4)
1. Description of the assessment and its use in the program

It has been our intent to require all our leadership candidates to take and pass the NYS licensure exam for school leaders as soon as this exam becomes available. While NYS originally intended to begin offering this exam in Fall 2007, they recently announced that they would postpone this event. As an interim substitution, we have asked our candidates graduating in 2007-08 to instead take a Comprehensive Exam that we have designed (see Attachment A), at the end of their required coursework for certification.

The Comprehensive Examination is an opportunity for students to demonstrate their knowledge of leadership principles and practices as prescribed by the ELCC standards. The format of the exam, multiple choice questions, is similar to that which we expect will be used by New York State’s SBL and SDL certification exams once administered. The exam addresses each of the standard areas required by Assessment #1, most with multiple questions. We will substitute the New York State SDL certification exam for Assessment #1 once the State begins administering the exam, anticipated fall 2008.

Goals:
The primary goal of the assessment is to provide candidates with an opportunity to demonstrate and reflect on their knowledge of leadership principles and practices as prescribed by the ELCC Standards. The comprehensive exam also allows Warner to assess our effectiveness in producing graduates with the knowledge, skills, and dispositions to serve effectively as a district and school building leaders in accordance with the ELCC Standards.

Methods:
The Comprehensive Examination consists of 75 multiple choice questions. Candidates are given the examination one week prior to the actual two-hour written examination. Our intent here is for candidates to utilize the many skills learned through their coursework to find the “correct” answer (e.g., consulting the research literature, referring to data bases, and consulting with mentors). All students are then administered the examination in a three-hour setting. Again we encourage students to engage in discourse regarding the issues raised in the examination. The examination is not part of a course, nor do we award graduate credit for demonstrating basic proficiency on the exam. Students unable to score mostly 3s and 4s on the examination are provided with additional support prior to finishing the program.

2. Alignment with ELCC standards and indicators

The Comprehensive Examination is designed to measure the candidate's growth with respect to ELCC Standards 1.1, 1.4, 2.3, 3.2, 4.1, 4.2, 4.3, and 6.1 as prescribed by Assessment #1. To achieve this end, each exam question was written to address one or more ELCC standard and its related elements. A mapping of the questions related to each standard is provided to the evaluator, along with the scoring guide (i.e., rubric) for this assessment (reproduced in Attachment B).
3. Data Findings

Note: The Comprehensive Exam was administered for the first time in Fall 2007 to comply with the requirements and intent of Assessment #1, after New York State made clear that they would not administer their licensure exam in 2007 as originally planned.

While the exam addresses multiple standards and their elements, here we report only candidates’ performance on the ELCC Standards specified by Assessment #1. Four candidates took the Comprehensive Exam in fall 2007. All candidates completed this assessment satisfactorily—scored a 3 (basic proficiency) or 4 (outstanding performance) on each standard and its related elements.

<table>
<thead>
<tr>
<th>Standard 1.0: Vision</th>
<th>Average</th>
<th>Not Observed (N/O)</th>
<th>Insufficient (1)</th>
<th>Emergent (2)</th>
<th>Basic Proficiency (3)</th>
<th>Outstanding Performance (4)</th>
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<td>1. understand larger context</td>
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4. Data interpretation

Our analysis of the results of Assessment #1 indicate that all of our candidates have at least “basic proficiency” in the “content knowledge” required by ELCC Standards 1.1, 1.4, 2.3, 3.2, 4.1, 4.2, 4.3, and 6.1, and all candidates demonstrated “outstanding performance” with respect to all standards except Standard 3.2. No candidate was deemed “Insufficient” or “emergent” in any content area.

Overall, our analysis indicates that our candidates achieved the content knowledge specified by the ELCC Standards. The fact that our item analysis reveals that none of our SBL candidates demonstrated “outstanding performance” on Standard 3.2: Manage Operations, however, suggests that there is an opportunity to strengthen our curriculum with regard to this standard (see Section V).
SECTION IV
ASSESSMENT #1: COMPREHENSIVE EXAM
ATTACHMENT A: ASSESSMENT TOOL

Read each question carefully and, using your knowledge of leadership, choose the best answer. Indicate your answer choice on the attached answer sheet.

1. Juan is a newly appointed principal at an urban middle school. He spent the summer meeting with faculty and staff and reviewing student performance data. He was struck by the pattern of low student achievement and the sense that faculty did not take responsibility for the performance of the students. His new building is in need of a “face lift.” His supply budget is inadequate and the faculty student ratio is too high. When September arrives, what should be Juan’s most important focus as the school’s leader?(1.1,1.2)

a) Juan should advocate for more resources so that faculty have the materials they need to do the job.
b) Juan needs to see to it that a fresh coat of paint is applied to the building so that faculty and students have a sense of a new beginning in Sept.
c) Juan needs to design a process for creating a common vision of high expectations for all students among his staff.
d) His most critical need is to complete a comprehensive data analysis of student performance.

2. If Juan could have anyone advise him on how to change the culture of his school district, which of the following would be most appropriate? (1.1)

a) Michael Fullan
b) Thomas Friedman
c) Malcolm Gladwell
d) Frederick Taylor

3. How can Juan best deal with parents and community members in his new role as building principal? (4.1,4.2)

a) demonstrate high visibility at all school events
b) move into the neighborhood and become part of the community
c) provide ample opportunity for parents and community to visit the school and take part in school events
d) involve parents and community members in the key decisions that impact them and their children

You have just been appointed as a district leader in Newton, a small city district in New York State. Like other districts Newton is experiencing increasing fiscal pressure as educational costs rise and the local economy struggles. The school board is particularly concerned about the district’s ability to pass this year’s budget. A small, well-organized group of local business owner’s have joined together to form Citizens for Efficient Schools (CES) charging that the
district in wasteful, and urging residents to vote “No” on the coming budget referendum. A review of CES newsletters reveals that the group has little understanding of how the district raises and spends resources. In an effort to inform CES, as well as the general public, the board president has asked you to organize a public forum that sheds needed light on school finance principles and policies as they relate in New York State districts in general, and your district in particular. The questions below reflect information that you will need to prepare your talking points for the forum.

4. Which best describes the percentage distribution of total revenues for public school districts in New York State in 2007-2008? (6.1)

   a) Every school district in N.Y. receives the same share of state aid
   b) Down state districts receive slightly more state aid than upstate districts
   c) State aid is distributed based upon the wealth and enrollment of the district
   d) New York City is awarded a disproportionate share of state funds

5. In New York State, on average, districts secure most of their local revenues from the following source: (6.1)

   a) Property Taxes on Residential Property
   b) Property Taxes on Commercial Property
   c) Income taxes
   d) Sales Taxes

6. Community members often want to know why the district cannot simply lay off higher salaried staff and reduce health care benefits. How can you best respond to those concerns. (3.1, 4.2)

   a) Layoffs are governed by seniority and benefits from prior contracts continue, even if negotiations are not complete
   b) You would like to be able to do that, but the union will not let you
   c) Some of your best teachers are the more experienced teachers
   d) You will take this under advisement during negotiations

7. How will recent supreme courts decisions regarding programs in Louisville and Seattle most likely impact movements to racially integrate public schools? ((6.1)

   a) The Supreme Court has made it very much in the interests of local Boards of Education to move aggressively toward integration.
   b) The Court has ruled that forcing integration by using racial quotas is illegal.
   c) School boards are now empowered to move forward with integration plans long thought to be too radical.
   d) The Court has affirmed its decisions regarding integration and busing that followed the initial Brown decision.
8. It is November 2 and you have already suspended the 9th student of the year for fighting. There is a sense in the community that your school is not safe. What approach is most likely to improve the general behavior of students in your school? (1.5, 2.1, 4.1, 6.2)

a) Implement a zero tolerance policy by which any student that fights is expelled.
b) Openly discuss the issues of safety in the school and seek broad based stakeholder support in making the school safer.
c) Try to limit the negative public exposure while working to solve the problem with your school improvement team.
d) Hold student accountable for their behavior and expect others to do the same thing.

9. In preparing the annual budget, Carol is hearing complaints from teachers and parents that while other areas of the school budget are trimmed, there seems to be little cut from special education programs. In fact, she is feeling a “backlash” beginning to form regarding programs for children with disabilities. How can she best defend her budget decisions? (6.1, 6.2, 4.2)

a) Explain that she takes direction from central office and they take direction from Albany, and special education is simply off limits.
b) Point out that for children with disabilities, their rights to a free, appropriate, public education is protected by law, and that is what the district provides.
c) Argue that students with disabilities are needier than non-disabled students and that budget decisions are made based entirely on student need.
d) Lead the fight to cut special education programs to the same level as non-special education programs.

10. Which of the following cost-analysis approaches would enable you to make the following statement? “The new reading program is worth the money.” (3.3)

a) Cost-feasibility analysis
b) Cost-utility analysis
c) Cost-benefit analysis
d) Cost-effectiveness analysis

11. What method is commonly used to determine the cost associated with a given alternative? (3.3)

a) Value added
b) Ingredients
c) Efficiency
d) Amortization

12. Jayne, a rural principal, has begun to gather the research on effective instructional leadership. She is discovering that a number of studies link principal behaviors to teachers’ classroom behavior, attitudes, and effectiveness. According to Sheppard (1996) which one of the following is the most influential instructional leadership behavior? (2.2)
a) mentoring student progress  
b) providing incentives for teachers  
c) promoting professional development  
d) coordinating the curriculum

13. Jayne wants to ensure that her instructional leadership has an influence on the whole community, helping to lead the school toward positive and continuous reform. According to Murphy (1992), which one of the following leadership processes is not recognized as critical for reform? (2.1)

a) coaching new teachers and administrators  
b) defining and sustaining educational purpose  
c) fostering personal and organizational growth  
d) developing and nurturing community

14. Which of the following represents an important theory that principals need to understand in order to influence teacher growth and professional development? (2.1)  

a) families of teaching models theory  
b) aspects of control theory  
c) adult learning theory  
d) learning communities theory

15. Research has shown that teaching is a demanding and complex enterprise, requiring teachers to be constantly planning and monitoring their instruction. This would argue that all teachers engage in some form of (2.1)  

a) reflective practice  
b) school improvement decision making  
c) problem-solving process  
d) collaboration

16. Which one of the following behaviors by a supervisor is most likely to support teacher performance? (2.3)  

a) interruptions  
b) leaving the teacher alone  
c) focused drop in visits  
d) requiring professional learning communities

17. Sidney has an active, vibrant school improvement team that is making important contributions in his school. However, one member of the team, Adele, seems negative, often slowing down decision making with contrarian points of view. How can Sidney most effectively deal with Adele? (1.4, 5.2, 5.3)
a) Speak with Adele privately and point out that she is taking away from the progress of the team.
b) Deal with the issue as a team and ask for support from other team members.
c) Welcome the contrarian points of view as a viable check on the team’s work
d) Appoint Adele to be the chair of the team

18. After taking the job of Superintendent, you realize that labor-management relations are strained and the district has a long history of confrontational issues. What approach might best move the district away from contentious labor management relations? (3.3)

a) Create a system which promotes ongoing dialog between your office and union leadership.
b) Try to negotiate without professional assistance.
c) Build a spirit of compromise in all labor related issues.
d) Ask middle management to back off of low level labor issues.

19. After two years on the job, Rick, a building leader, is still struggling to improve student performance. He believes that he has leveraged the skills of his faculty and staff, but is faced with low levels of community support and involvement, especially from local business and higher education. In fact, it is well known that leaders in those fields choose not to send their children to Rick’s school. What might Rick do to involve key community stakeholders? (1.5, 4.1, 4.2, 4.3)

a) Point out to them that their future workers are the students in his school.
b) Work to build purposeful partnerships with key stakeholders in the community.
c) Promote school to work programs which directly impact local business
d) Inspire faculty and staff to work to dramatically increase student achievement as a way to motivate the community to support the school

20. Which of the following taxes is consistently regarded as the “least fair” tax? (3.3, 6.1)

a) Property Taxes
b) Federal Income Taxes
c) State Income taxes
d) Sales Taxes

21. A lottery is an example of which kind of tax? (3.3, 6.1)

a) proportional tax
b) regressive tax
c) progressive tax
d) flat tax
22. What agency is responsible for overseeing collective bargaining in the public sector in New York State? (3.3, 6.1)
   a) The Public Employees Relations Board
   b) The Board of Regents
   c) The Civil Service Board
   d) The Taylor Law

23. Data-driven decision making has emerged as the study of more than just test data and student achievement. In order to study all aspects of the school and community, leaders need to study data under the umbrella known as (2.1,3.1)
   a) state report card data
   b) multiple measures data
   c) NCLB data
   d) outcome data

24. The purpose for gathering, analyzing and using data is to inform: (2.1, 3.1)
   a) teachers of student performance
   b) students of their own performance
   c) parents of their students’ performance
   d) all of the above

25. Which one of the following does not relate to the purpose for analyzing demographic data? (2.2, 4.1)
   a) looking at the yearly schedule
   b) explain and understand the district’s context and results
   c) disaggregate other types of data, to ensure all students are being served
   d) predict and prepare for the students we will have in the near future

26. Analyzing demographic data answers the question (4.1)
   a) How do we do business?
   b) Who are we?
   c) Where are we?
   d) Where do we want to be?
27. You are a school leader in a wealthy suburban district with high student performance levels. What is your responsibility in the larger context involving state aid to public schools? (6.2, 6.3)

a) My responsibility is only to my home district and advocating for maximum resources for my students
b) I need to understand the issue of urban and rural districts and how poverty impacts student performance in those districts
c) I should focus my energy on advocating for districts with less economic means.
d) State aid is beyond my spheres of influence and I should focus on day to day events in my district

28. Which of the following would most likely reduce the selecting sorting process of public education? (6.2, 6.3)

a) homogenous grouping
b) differentiated instruction
c) applying bell curve grading
d) block scheduling

29. What is the obligation of a school leader who hears of a situation that may constitute sexual harassment? (5.2, 5.3, 6.1)

a) wait until there is a complaint
b) try to get informal information about the situation
c) conduct a preliminary investigation to determine if sexual harassment has occurred
d) Contact the E.E.O.C. to conduct an investigation.

30. Tanya is faced with reducing staff in a district middle school. The seniority list indicates that Phil has been working for the last 4 years as a teacher on special assignment after 12 years as a social studies teacher, the last two of which he was only .5 social studies and .5 TOSA. Margaret has worked in the district for 14 years, but had a 2 year leave of absence. Tim was a full time substitute in Social Studies for 2 years before being hired as a probationary teacher, a position he has held for 10 years. Alice has worked strictly as a social studies teacher for 12 years. Who has the least seniority? (6.1)

a) Alice. Her total years in the district are the least.
b) Tim. His two years of substitute teaching do not count for seniority.
c) Phil. His two years where he was .5 social studies in a full time appointment do not count.
d) Margaret. Her two year leaves of absence do not count toward seniority.
e) There is no difference. They all have the same amount of seniority.
31. A school district spends, on average $5,250 per pupil on regular education students and $25,000 per pupil on students with disabilities. Which of the following statements best describes this disparity? ((3.3, 6.1)

   a) Special education students benefit from powerful advocacy groups  
   b) The needs of children with disabilities are far more complex, and often more costly than their non-disabled peers  
   c) Districts have little or no control over expenditures for special education  
   d) The State heavily subsidizes special education.

32. It is district practice to allocate $100 to each elementary teacher for supplies each year. This practice demonstrates an: (3.3)

   a) Equitable distribution of resources  
   b) Efficient distribution of resources  
   c) equitable and efficient distribution of resources  
   d) Equal distribution of resources

33. Many districts supplement their budgets by using one or more of the following activities. Which of these activities has generated the most controversy in recent years? (3.3, 6.1)

   a) Exclusive agreements with vendors  
   b) District education foundations  
   c) Volunteer programs  
   d) User fees

34. In the recent Supreme Court ruling Morse v. Frederick aka the “Bong hits for Jesus” case, the original court ruled for the student, but the Supreme Court ruled for the school. Which of the following is correct? (3.2, 6.1)

   a) The first ruling applied the Tinker standard while the Supreme Court applied the Frasier standard.  
   b) the first ruling applied the Frasier standard while the Supreme Court applied the Tinker standard  
   c) The Supreme Court was swayed by the strong actions of the principal in relation to inappropriate behavior.  
   d) The original court was unfamiliar with the constitutional standard.

35. What is the legal standard for a school administrator to search the possessions of a student? (3.2, 6.1)

   a) The administrator must have probable cause the student has committed a crime.  
   b) the administrator must first have the permission of the student’s parent or guardian  
   c) the administrator must be able to demonstrate a reasonable suspicion of some violation of the school code in relationship to the search  
   d) The search can only be performed in the presence of the nurse.
36. According to Fisher and Ury, the most effective negotiations occur when both sides (3.3)

   a) focus on the issues, not the people and insist on objective standards
   b) compromise
   c) maintain absolute confidentiality until the contract is complete
   d) Follow closely the requirements of the Taylor Law.

37. The data that provides feedback from the school and community is (3.1, 4.1)

   a) school processes data
   b) perception data
   c) demographic data
   d) student learning data

38. Once a data set has been gathered and analyzed, the next step toward developing a
continuous improvement plan is to identify (2.2, 3.1)

   a) Professional learning opportunities
   b) Partnerships
   c) Root causes
   d) Gaps

39. The process of root cause analysis may include the activity known as the (3.1)

   a) Strategic plan
   b) The fishbone
   c) Strengths and challenges
   d) School frameworks

40. After a year long implementation of the continuous school improvement plan, the school
improvement team is reviewing the recent state testing data. In analyzing the disaggregated
data against NCLB requirements, which of the following subgroups would most likely not be
analyzed? (2.1, 3.1)

   a) Gender groups
   b) Economically disadvantaged
   c) Minority status
   d) Advanced placement students

41. Which of the following statements is true? (6.1)

   a) Brown v. Board of Education ended all racial discrimination in public schools
   b) De Facto segregation was not impacted by Brown and continues today
   c) Brown is limited to busing as a solution to discrimination
   d) Brown was effectively overturned this year in the Louisville decision.
42. What agency should administrators look to for guidance in hiring non-instructional employees? (3.1, 3.3)
   a) Civil Service
   b) the State Education Department
   c) the Department of Human Resources
   d) the Board of Labor

43. What is the relationship between spending and efficiency? (3.3)
   a) clearly, the more a school district spends, the less efficient it is
   b) Surprisingly, the opposite relationship is true, the more a school district spends, the more efficient it is.
   c) the amount of money a district spends is only one measure of school efficiency
   d) there is no relationship between spending and efficiency

44. It is important when studying trend data to look at data that is (3.1, 4.1)
   a) gathered over time
   b) part of a national trend
   c) focused on a single examination
   d) more than six years old

45. A district continuous improvement continuum should include all but which of the following? (1.1, 2.4)
   a) approach
   b) outcome
   c) articulation
   d) implementation

46. Rita is a new district leader responsible for planning and coordinating the opening conference day for the district. The district is faced with many challenges and Rita wants to begin to build a sense of vision for the entire organization. According to theorists in organizational behavior, in order for Rita to lead with a vision she first needs to: (1.1, 1.2)
   a) Understand the collective bargaining agreement
   b) Develop her own assumptions and beliefs concerning the organization
   c) Outline her top down to staff her style of leadership
   d) Delay questions on school reform
47. Which of the following represents an organizational theory that will best serve Rita in the creation of an appropriate school climate? (2.1)

a) x=y theory  
b) B=f(p*e) theory  
c) 6+1 Traits theory  
d) group norm theory

48. After six months, Rita is continuing to develop her vision within the entire district. She knows that she needs to gather perception data as a means of studying the developing culture therefore, she plans to survey: (1.1, 1.3)

a) students  
b) parents  
c) staff  
d) all of the above

49. The study of organizational behavior provides the tenet that leadership means: (2.1, 4.1)

a) moving the organization to achieve your goals  
b) identifying those that are most likely to serve your goals  
c) working with and through other people to achieve organizational goals  
d) focusing on test scores

50. As the new leader in the district, Paul is challenged with moving the district forward in many areas. The most important challenge is developing a series of short and long range goals. Paul has begun to assemble a team of people to work with him to identify these goals. This action best represents: (2.3)

a) hierarchical power relationships  
b) formal decision-making structures of school  
c) the scalar principle  
d) span of control

51. Given this example, Paul is most likely a leader who believes that his organization is a homeostatic mechanism, one which allows the district to keep a balance through a(n) (3.3)

a) closed system  
b) static system  
c) surpasses  
d) organic system
52. As Paul continues in the district, he experiences many other types of challenges. Which of the following approaches would most likely serve Paul best? (3.3)

a) respond to the contingencies of specific situations  
b) dominate the conversations in the hallways  
c) remain steadfast in his classical approach to problems  
d) develop the coercive control system of management

53. Renato Tagiuri’s, characterized the characteristics of the total environment in a school building as **climate**. Which one of the following is not one of the four dimensions of an organizational climate? (3.3)

a) milieu  
b) culture  
c) structure  
d) ecology

54. Which strategy is most likely to support effective school reform by bringing about positive changes in the organization? (3.3)

a) power-coercive strategies  
b) empirical-rationale strategies  
c) principle-experimental strategies  
d) normative-reeducative strategies

55. Which of the following is a most critical in the effective implementation of conflict management? (3.3)

a) resolving  
b) giving in  
c) diagnosing  
d) ignoring

56. Which of the following best describes an appropriate relationship between a board of education and its superintendent? (3.1, 5.1)

a) The board acts as the legislative branch and the superintendent is the executive in a class checks and balances model.  
b) The superintendent is the chief executive officer of the board able to speak on all matters, make recommendations but not vote.  
c) the board hires the superintendent to take its decisions and put them into action  
d) The superintendent has a semi-autonomous relationship with the citizen members of the board of education.
57. A member of the board of education is unhappy with media coverage of the school district, especially the work of a specific reporter from a local newspaper. What is the most appropriate response on behalf of that member? (3.2, 5.1)

a) The board member should meet with the board agenda committee and suggest a discussion item be put on an upcoming agenda.
b) The board member should feel free to write an essay in an upcoming edition of the newspaper expressing her opinions.
c) As the issues deals with a specific reporter, it is appropriate for the board member to discuss it in executive session.
d) When the board member feels the time is right, she should bring it up at a meeting.

58. Which of the following is an appropriate issue for an executive session of the board of education? (3.2, 5.1, 5.2, 5.3)

a) a motion to ratify the contract with the superintendent
b) discussion of the sale or purchase of real estate
c) the decision to move to a controversial new reading program
d) a motion to award bids to a contractor

59. In what way does the work of Bolman and Deal inform education leaders? (1.1, 6.1)

a) it allows leaders to properly frame the teacher evaluation process
b) it assists leaders in the budget development process
c) it forces leaders to utilize distributed leadership
d) it helps leaders look at organizations through multiple frameworks

60. Anthony is an assistant principal in a suburban district. Recently the school improvement team voted to extend the school day by ten minutes in exchange for a biweekly early dismissal to allow for professional development. What is the first question Anthony must answer if he is charged with implementing this decision? (1.3, 3.1, 3.3)

a) What are the contractual issues and considerations?
b) Does the school improvement team really represent the faculty and staff?
c) How can the schedule be modified to accomplish this decision?
d) How will child care be impacted by the early dismissal?

61. Assuming Anthony is able create a process to fully implement this decision, what is the most import step he can create in providing staff development that will directly impact student achievement? (2.4)

a) Provide staff development based upon a teacher survey.
b) Guide the school improvement team in a review of relevant research.
c) Contract with a known provider with a national reputation.
d) present the teachers with three options for professional development and allow them to choose one
62. Tanya is a school leader charged with conducting a review and possible revision of the district mission statement. Which of the following would serve her best as an initial step? (1.2, 2.4)

a) build her own understanding of the process that was used to establish the existing mission statement
b) survey staff to see if they still like the district mission statement
c) compare the mission statement with state and national standards
d) search the literature for examples of exemplary mission statement

63. Assuming Tanya helps the district arrive at a revised mission statement that enjoys the buy in of a broad group of stakeholders, what strategy should Tanya recommend in sustaining the mission statement and ensuring its relevancy? (1.4)

a) make sure copies of the mission statement are displayed in every classroom in the district
b) align program, policy and budget decisions with the mission statement
c) provide examples to staff of how the mission statement should impact their daily lessons
d) insist that every school in the district adopt the same mission statement

64. Zach is a student with a learning disability. One day he is caught with a small quantity of marijuana in school. What is the appropriate action taken by the building administration? (3.1, 4.2, 5.2)

a) suspend the student and request a superintendent’s hearing
b) administer building level disciplinary procedures and refer the case for a manifestation determination
c) take no action until the manifestation determination is completed
d) Take no action until the case is decided by civil authorities.

65. Mike is a frustrated school district leader. Negotiations with teachers have gone on long after the expiration of the previous agreement. While playing golf with a friend, who is a member of the bargaining unit, Mike reveals his frustrations, and tells his friend the nature of the offer made by the district and rejected by the union. His friend agrees to talk to other teachers and try to move the process further. What is this called? (5.1, 5.2, 5.3, 6.1)

a) the Political Negotiations Framework
b) creating a win-win scenario
c) using relationships to further the well being of the district
d) an improper practice under the Taylor Law
66. According to Michael Fullan, what is the first component of a successful change initiative? (1.1)

   a) establishing moral purpose  
   b) understanding the political landscape  
   c) building a structure that allows change  
   d) building social relationships with staff

Use the data from a local schools report from their NYS School Report Card to answer questions 67-69.

<table>
<thead>
<tr>
<th>E. L. A. (three years 1/2/3)</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Current AYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>77/65/62</td>
<td>58/60/62</td>
<td>41/59/68</td>
<td>Yes</td>
</tr>
<tr>
<td>SWD</td>
<td>32/30/29</td>
<td>29/22/30</td>
<td>33/31/28</td>
<td>No</td>
</tr>
<tr>
<td>Disadvantaged</td>
<td>51/55/48</td>
<td>55/54/54</td>
<td>52/55/56</td>
<td>No</td>
</tr>
<tr>
<td>All minority</td>
<td>48/55/58</td>
<td>56/55/52</td>
<td>44/52/62</td>
<td>Yes</td>
</tr>
<tr>
<td>Similar School Scores (all students only)</td>
<td>66/67/65</td>
<td>64/66/64</td>
<td>58/57/59</td>
<td></td>
</tr>
</tbody>
</table>

67. As the principal of this school for the last five years, what is an essential question you must pose to your faculty? (2.2, 2.3)

   a) What must we do to focus on the testing skills of students with disabilities?  
   b) How can we create ability groupings so that we can better serve all students?  
   c) How can we differentiate instruction to ensure that all students are benefiting from a challenging curriculum?  
   d) What are the penalties the school might face if it fails to improve?

68. In examining best practices, where might you look? (2.2)

   a) What practices were introduced at the 8th grade level especially among disadvantaged and minority students?  
   b) How have the similar school group consistently outscored our school?  
   c) What are our practices for students with disabilities?  
   d) How are minority children scoring better than disadvantaged children?

69. How are the “similar schools” grouped by the state? (2.2)

   a) in this case it is all middle schools  
   b) schools are grouped by similar socio-economic needs  
   c) schools are grouped by enrollment  
   d) the grouping is by region
70. Based on current projections, and the accountability requirements of No Child Left Behind, which of the following statements is true? (2.3)

a) there has been steady improvement in student scores which should continue and meet the federal requirements
b) most schools will struggle to meet the requirements, but ultimately will be successful
c) eventually the requirements will be phased out
d) eventually, most public schools will fail to meet one or more federal accountability requirements

Questions 71-74

Carl Glickman’s research on clinical supervision discusses four specific approaches to teacher development and evaluation. As a leader, you will be expected to apply these various approaches in the correct manner in teacher evaluation. Read the following scenarios and identify which approach is most appropriate for the case. Choose one of the following approaches (2.3)

A. Directive Control Behavior
B. Directive Informational
C. Collaborative Behavior
D. Nondirective Behavior

71. Mr. K is a high school chemistry teacher with 22 years of teaching experience. He has had students scoring in the 98% passing rate for more than 20 years and is very well respected in the district. You have observed his teaching and found students engaged in both the class and labs. As his supervisor, your approach to the conversation you have with him will allow Mr. K to set down his goals as a way to hear his ideas on developing further studies in science. You are very interested in hearing what Mr. K has to say because he has shown his investment and expertise in teaching. This clinical supervision approach represents ______.

72. Ms. L is a young elementary teacher who has been in the district for nine years. As her supervisor, you have spent time observing her classes and see that Ms. L is beginning to develop quality lessons and she is careful to treat each child with respect. Ms. L has the ability to bring out the “best” in students other teachers are having trouble with. You believe Ms. L is also moving into a lead position among her team. Your approach, when talking about what you have observed, will allow Ms. L to reflect upon her practice as you suggest ways she can lead her team such as, building respect in the classroom. This clinical supervision approach represents______

73. Mr. J is a middle school social studies teacher who has been teaching for five years. Although Mr. J knows his content well, in your observations you have noticed that his lesson planning and his questioning techniques are not the quality expected of a tenured teacher. In your post-observation meeting with Mr. J, you decide that it would be beneficial to have Mr. J work more closely with his mentor if he agrees and to have him attend a few in-services on questioning in the classroom. You tell Mr. J that he has choices for how he might work on developing his questions. You also ask Mr. J if he has any ideas as to how he might have an
opportunity to learn from others in the district. You set up a time for follow up with a visit to his class in a few weeks to see how the questioning is developing. This clinical supervision approach is______.

74. Ms. T is a first year teacher in your elementary school. Ms. T is teaching fourth grade and is responsible for teaching ELA and social studies. In your first two observations you notice that Ms. T is shouting directions at the children and having difficulty controlling some of the boys in her class. You also notice that Ms. T is having difficulty teaching basic concepts in her classes. You meet with Ms. T and give her a plan as to how she will able to get support and guidance for the various issues you see in her teaching. The plan is concrete with expectations for Ms. T. This clinical supervision approach is______.

75. You are at a social gathering of fellow school leaders in a public location. A colleague shares with you that he is frustrated that Walter Madison’s parents refuse to ensure that he has taken his medication and believes it is significantly impacting his academic performance. What is the best advice you can give the colleague? ((5.1, 5.3, 3.3)

a) he needs to voice his concerns to the Committee on Special Education
b) the school is not in a position to advise and counsel parents on their decision to administer medication to their children
c) the nature of this subject should be reserved for an “in-school” discussion where confidentiality can be ensured
d) the district is capable of providing interventions for Walter with or without medication
Based on the candidate’s performance on the Comprehensive Exam, indicate the extent to which the candidate provided evidence of meeting the specific ELCC standards for School District Leadership (SDL) listed below, using the following rubrics:

**n/o: Not observable** – The activity is not appropriate for providing evidence for this standard.
1. **Insufficient** – i.e., there is sufficient evidence that the candidate did not meet this standard.
2. **Emergent** – i.e., there is only partial evidence that the candidate met this standard; more evidence is needed before determining proficiency with respect to this standard.
3. **Basic proficiency** – i.e., there is sufficient evidence that the candidate has met this standard at a basic level.
4. **Outstanding performance** – i.e., there is evidence that the candidate has met and exceeded the demands of this standard.

**Standard 1.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

<table>
<thead>
<tr>
<th>Relevant Elements</th>
<th>Indicators of Meeting this Element for School District Leadership</th>
<th>n/o</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>
| 1.1 Develop a Vision | a. Candidates develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students.  
 b. Candidates base development of the vision on relevant knowledge and theories applicable to the school-level leaders applied to a school district context.  
 c. Candidates use data-based research strategies to create a vision that takes into account the diversity of learners in a district  
 d. Candidates demonstrate knowledge of ways to use a district’s vision to mobilize additional resources to support the vision. | n/o |  |   |   |   |
1.4 *Steward a Vision*  

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<table>
<thead>
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<tbody>
<tr>
<td>a.</td>
<td>Candidates demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision.</td>
</tr>
<tr>
<td>b.</td>
<td>Candidates understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district’s vision, mission, and goals.</td>
</tr>
</tbody>
</table>

**Standard 2.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

<table>
<thead>
<tr>
<th>Relevant Elements</th>
<th>Indicators of Meeting this Element for School District Leadership</th>
<th>n/o</th>
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</thead>
</table>
| 2.3 *Apply Best Practice to Student Learning* | a. Candidates demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.  
b. Candidates demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning.  
c. Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.  
d. Candidates understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups. |

**Standard 3.0:** Candidates who complete the program are educated leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

<table>
<thead>
<tr>
<th>Relevant Elements</th>
<th>Indicators of Meeting this Element for School District Leadership</th>
<th>n/o</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 <em>Manage Operations</em></td>
<td>a. Candidates demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.</td>
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</tbody>
</table>
b. Candidates can use 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 district vision.

c. Candidates develop staff communication plans for integrating district’s schools and divisions.

d. Candidates develop a plan to promote and support community collaboration among district personnel.

**Standard 4.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

<table>
<thead>
<tr>
<th>Relevant Elements</th>
<th>Indicators of Meeting this Element for School District Leadership</th>
<th>n/o</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1 Collaborate with Families and Other Community Members</strong></td>
<td>a. Candidates demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.</td>
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<td>b. Candidates demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.</td>
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<td>c. Candidates apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.</td>
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<td>d. Candidates demonstrate an ability to develop and implement a plan for nurturing relationship with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.</td>
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<td></td>
<td>e. Candidates demonstrate the ability to involve community members, groups, and other stakeholders in district decision-making, reflecting an understanding of strategies to capitalize on the district’s integral role in the larger community.</td>
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<td></td>
<td>f. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and</td>
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</tbody>
</table>
other services in the schools to address student and family conditions that affect learning. 
g. Candidates develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.

4.2 Respond to Community Interests and Needs

a. Candidates facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders.
b. Candidates demonstrate the ability to promote maximum involvement with, and visibility within the community.
c. Candidates demonstrate the ability to interact effectively with individuals and groups that reflect conflicting perspectives.
d. Candidates demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement.
e. Candidates demonstrate the ability to advocate for students with special and exceptional needs.

4.3 Mobilize Community Resources

a. Candidates demonstrate an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals.
b. Candidates demonstrate how to use district resources to the community to solve issues of joint concern.
c. Candidates demonstrate 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.

Standard 6.0: Candidates who complete this program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

<table>
<thead>
<tr>
<th>Relevant Elements</th>
<th>Indicators of Meeting this Element for School District Leadership</th>
<th>n/o</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Understand the Larger</td>
<td>a. Candidates demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations.</td>
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<tr>
<td>Context</td>
<td>b. Candidates demonstrate an understanding of the complex cases of poverty and other disadvantages and their effects on families, communities, children, and learning.</td>
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<td></td>
<td>c. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district.</td>
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<td>d. Candidates can explain the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district.</td>
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<td>e. Candidates demonstrate the ability to work with political leaders at the local, state, and national level.</td>
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<td></td>
<td>f. Candidates can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents.</td>
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<td></td>
<td>g. Candidates espouse positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities.</td>
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</tbody>
</table>
The following table reports scores for candidates who took this assessment in the calendar year 2007. For each Standard prescribed by this Assessment, the table reports the average score of candidates, the total number of candidates who took the assessment, and the total number of candidates who received a score of 1 (insufficient), 2 (emergent), 3 (basic proficiency), 4 (outstanding performance), and not-observed (n/o).
### Standard 1.0 - Vision

District Leader Assessment:

<table>
<thead>
<tr>
<th>DL1.1</th>
<th>Develop a Vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>DL1.2</td>
<td>Articulate a Vision</td>
</tr>
<tr>
<td>DL1.3</td>
<td>Implement a Vision</td>
</tr>
<tr>
<td>DL1.4</td>
<td>Steward a Vision</td>
</tr>
<tr>
<td>DL1.5</td>
<td>Promote Vision</td>
</tr>
</tbody>
</table>

### Standard 2.0 - Instructional Leadership

District Leader Assessment:

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<thead>
<tr>
<th>DL2.1</th>
<th>Positive culture</th>
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<tbody>
<tr>
<td>DL2.2</td>
<td>Effective Program</td>
</tr>
<tr>
<td>DL2.3</td>
<td>Apply Best Practices</td>
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<tr>
<td>DL2.4</td>
<td>Professional growth</td>
</tr>
</tbody>
</table>

### Standard 3.0 - Learning Environment

District Leader Assessment:

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<thead>
<tr>
<th>DL3.1</th>
<th>Manage Organization</th>
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<tbody>
<tr>
<td>DL3.2</td>
<td>Manage Operations</td>
</tr>
<tr>
<td>DL3.3</td>
<td>Manage Resources</td>
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</table>

### Standard 4.0 - Community Resources

District Leader Assessment:

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<tr>
<th>DL4.1</th>
<th>Collaborate with Community</th>
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</thead>
<tbody>
<tr>
<td>DL4.2</td>
<td>Community Interest</td>
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<td>DL4.3</td>
<td>Community Resources</td>
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</table>

### Standard 5.0 - Integrity

District Leader Assessment:

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<th>DL5.1</th>
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<tbody>
<tr>
<td>DL5.2</td>
<td>Fairness</td>
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<tr>
<td>DL5.3</td>
<td>Ethics</td>
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Thursday, January 31, 2008
### Standard 6.0 - Large Context

**District Leader Assessment:**

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<td>DL6.1</td>
<td>Understand Context</td>
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1. Description of the assessment and its use in the program

The Entrance Plan is a significant aspect of EDU 502, The Superintendency in the 21st Century. The assessment was designed to be an authentic exercise for school district leader candidates. The assessment is completed in teams of four candidates. It is based on a detailed case study involving a new superintendent who has been asked to create an entrance plan by the board of education; candidates are to respond in manner that demonstrates their understanding of the prescribed standards (see Attachment A for a more detailed description).

Goals:
The goals of the Entrance Plan are to (1) measure candidates’ competence in multiple ELCC Standard areas through the development of a planning process this is aligned with the standards, (2) measure our effectiveness in producing graduates with the knowledge, skills, and dispositions to serve effectively as a school district leader in accordance with the ELCC Standards, and (3) to signal ways in which we can improve our program to best serve our graduates and their employers.

Methods:
Candidates are provided with a detailed case study describing their new school district (included in Attachment A). The first focus of the assessment is to detail the planning process the superintendent should employ in developing an appropriate entrance plan (e.g., what they will accomplish in the first 100 days). Candidates should provide a clear, well thought out theoretical framework that establishes a foundation for a planning process that will guide the new superintendent in the case study. The planning process must demonstrate alignment with the ELCC Standard noted in the Scoring Guide (i.e., rubric) for Assessment #2 (see Attachment B).

2. Alignment ELCC standards and indicators

The Entrance Plan is designed to measure candidates’ understanding of and ability to apply the ELCC Standards prescribed by Assessment #2 (1.1, 1.4, 2.3, 3.2, 4.1, 4.2, 4.3, and 6.1).

3. Data Findings

Note: This assessment and its scoring guide (i.e., rubric) were substantially revised in 2006. Therefore, we analyzed data only for SDL candidates who took EDU 502 in summer 2007.

Twenty-five candidates completed the Entrance Plan in 2007. Nineteen candidates completed this assessment satisfactorily - scoring a 3 (basic proficiency) or 4 (outstanding performance) on each standard and its related elements. Six candidates demonstrated
emergent competence on Standard 6.1 – Understanding the Larger Context.

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<tr>
<th>Standard 1.0: Vision</th>
<th>Average</th>
<th>Not Observed (N/O)</th>
<th>Insufficient (1)</th>
<th>Emergent (2)</th>
<th>Basic Proficiency (3)</th>
<th>Outstanding Performance (4)</th>
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<tr>
<td>1. develop a vision</td>
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<td>4. steward a vision</td>
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- **Standard 2.0: Instructional Leadership**
  3. apply best practices to learning

- **Standard 3.0: Learning Environment**
  2. manage operations

- **Standard 4.0: Community resources**
  1. collaborate with community
  2. respond to community interests
  3. mobilize community resources

- **Standard 6.0: Larger Context**
  1. understand larger context

4. **Data interpretation**

The results of Assessment #2 indicate that nineteen candidates attained “basic proficiency” or “outstanding performance” regarding the content knowledge prescribed by ELCC Standards 1.1, 1.4, 2.3, 3.2, 4.1, 4.2, 4.2, and 6.1. The other six candidates demonstrated only “emergent” understanding of the content knowledge required by ELCC Standard 6.1. No student was deemed “Insufficient” in any content area.

Although our analysis reveals that most candidates have attained at least “basic proficiency” in the content knowledge demanded by this assessment, that six candidates failed to meet that level of competency for Standard 6.1 - Understanding the larger Context led us to request that the instructor of EDU 502 refine his curriculum to remediate this weakness in the future.
SECTION IV
ASSESSMENT #2: ENTRANCE PLAN
ATTACHMENT A: DESCRIPTION OF THE ASSIGNMENT

Associated Course: Superintendency in the 21st Century – EDU 502

Goal: Candidates demonstrate the “content knowledge” represented by ELCC Standards 1.1, 1.4, 2.3, 3.2, 4.1, 4.2, 4.3, and 6.1 by preparing and Entrance Plan based on following case study.

Case Study:

1. Written Entry Plan:

Candidates will develop an Entrance Plan for the superintendent represented in the case (see below). The Entrance Plan should be able to be accomplished in the first 100 days of the school year. The Entrance Plan should be consistent with the functional processes of planning studied in class, one that provides a clear, well-thought out theoretical framework that establishes a foundation for a planning process that will guide the new superintendent. Candidates should reference course readings and lectures, as well as other appropriate literature.

The Entrance Plan must demonstrate alignment with the ELCC standards and as noted in the rubric (see attachment). (This section of the paper should be no more than seven pages).

2. Presentation:

Consistent with the standards and the specific elements of the case study, candidates will present their entrance plan to the class using PowerPoint. The presentation is one which the superintendent would deliver on the opening day of school. It should be a natural outgrowth of the process that candidates established in their paper and should demonstrate competence in each of the standard areas.

The Entrance Plan

This is the job you wanted for a long time, Superintendent of the Warner Central School District. Among three finalists, you were the clear choice for five of the nine Board members. Even then, three of the four remaining Board members voted for your appointment, indicating that, although they favored another candidate, they supported your appointment.

One of the things that impressed the Board was the 10-point Entry Plan you developed and implemented at Drake Central, where you served as Superintendent for six years. You indicated in your interview that, if appointed, you would develop a similar plan for
Warner. Though you did not outline any specific actions for the plan, you stated that you would have five week, five month, full-year and five-year goals. An entry plan would focus on the five week and five month work goals, while a strategic plan would follow and focus on the longer view.

Warner has an impressive past that is not nearly matched by its present. A list of distinguished graduates reads like a regional Who’s Who. Dr. Alfred Konisky served as Superintendent for nine years and was regarded by all as competent, caring and committed leader. He was particularly popular with his administrative team, which, as he liked to remind everyone, were all hired him.

Warner’s population gives it an edge in the various state testing programs. The town of Warner is home to Warner General Hospital and Warner State College, which means that a large medical and university community is present in the school district. The children of the well-educated provide a boost to the scores of the district. There are also many neighborhoods which are populated by other well-educated families with high expectations for their children.

Just a few miles from the lovely village of Warner is Freysburg. Freysburg is part of the Warner district and is the fastest growing segment of the school population. It is a community of older homes that have been converted into apartments, small ranch type homes in several developments, several mobile home parks, and apartment complexes. Just a few years ago, students from Freysburg accounted for only one out of every seven Warner students. That number is now closer to one in five and growing, due in part to low income apartment complex in back of the mall which opened a year and a half ago. The percentage of students receiving free and reduced lunch has grown from 12 to 20 in a few years.

Several years ago, when the state tests were first introduced, Warner had the best scores in the county. Last year Warner had slipped to fourth overall (out of 17). Interestingly, Warner’s scores had not gone down. In fact, they had improved, if only slightly. However, the scores of other schools improved significantly. It is noteworthy, that while overall scores have improved slightly, the number of students achieving mastery is down by a third.

Of specific concern to the Board was the graduation rate which was 93 percent a few years ago, and was now 86%. Still, three quarters of those who had not graduated “on-time” did so in less than a year later.

Faculty at Warner point out that improvement efforts falter in the face of the growing number of “Freykids,” many of whom are African-American or Latino.

Prior to July 1, you visited the district and interviewed a number of key individuals regarding their perception of the district. Many of the questions you used were boilerplate, but a number were designed to elicit deeper thought. You were particularly struck by the answers you received to the following four questions.
1) What was the most exciting new initiative that occurred in the district over the last three years? The most common answers included the initiation of a Junior National Honor Society at the Middle School, a new Show Choir at the high school, and the introduction of a number of new Advanced Placement courses.

2) What is the greatest challenge faced by the district? Almost all said that dealing with a “changing population,” some even mentioned the “Freykids” specifically.

3) What is the district’s greatest strength? To your surprise, the most common answer was “outstanding faculty and curriculum.” It was way too early to judge the faculty, although you had no real reason to doubt the answers. However, one of your greatest concerns thus far is the lack of a systematic process to review and evaluate the district’s curriculum.

4) If I, as superintendent, could accomplish only one thing this year, what should it be? There were lots of quick answers (e.g., build a new stadium and increase scores), but there was one answer that was given four times - “Help Freysburg start their own district.” Perhaps what surprised you most was that three of the four people were from Freysburg,

There is good news on the financial front. The budget passed by better than 2-1, and there seems to be an ample fund balance. Relationships with the unions are better than most, and there is ample and enthusiastic parental support. Enrollment is growing slightly, from 5,250 at the turn of the century to 5,500 today and you will soon face a classroom crunch.

There are six academic buildings in the district. The High School is only 12 years old and is located a mile outside of Warner and two miles from Freysburg. The Middle School is in the previous High School, which was built in the 1930s and is in the center of the village of Warner. There are four elementary schools, but none are located in Freysburg. The history of that reality is that when Freysburg joined the Warner district in 1954 it looked like all the growth would be between the two villages and so as time went by, two K-5 elementary schools, Adams and Blair were built in the north and south quadrants between the two communities. Both schools were built in the early 1960’s. The planned housing growth did follow, and there is a continuous stream of 1960 and 1970 style housing between Warner and Freysburg. Both of these buildings have marginal, but passable scores.

The largest of the elementary schools, and the one with the best scores, is Warner Village, a very traditional building located on School Street, on the same campus as the district administration building.

The most controversial of the buildings is Parker Elementary. It was built in the early 1980’s and is on the opposite end of the district from Freysburg. They have great scores, but low enrollments. At the time it was built there were lots of planned homes in this section of the district. The problem is that these homes did not produce many kids. There
are a number of condominiums which seem to be full of empty nesters and young singles starting out and working in the city. Then there are some very large and expensive homes with huge parcels of land that have few children. While Adams and Blair are crowded and Warner is full, Parker has empty rooms.

The simple solution is to change attendance zones, but that is problematic. Adams and Blair both have minority student populations of about 16%. Warner is 4% and Parker is 2%. Warner is closer to Parker than the other two schools. If decisions were made on pure distance, the issue would only get worse. Saying that, the entire district is only 34 square miles and the drive from Freysburg to Parker is still less than twenty minutes.

Your success at Drake could be summed up as knowing when to involve people and knowing when to go it alone. You believe deeply in distributed decision making, but also realize that sometimes the best thing you can do for people is to not involve them.

You are also pretty astute politically. You did not have an easy go of it at Drake and survived in part, because of your political skills. You fully realize that your 8-1 Board of Education support level could be 4-5 in no time.

The opening day of school at Warner is a big deal…every employee attends the Superintendent’s opening remarks. The Mayor and village trustees are usually in the auditorium as are the PTO leadership and of course your Board of Education. The President of the Board, a huge supporter of yours, has asked you to use your entrance plan as the core of your remarks, and, in fact to do a power point to present your work.

Prior to starting your entrance plan, you went back and looked at the brochure the district used in the Superintendent search process.

These were the attributes and skills they stressed – the Superintendent must have the ability to:

1. facilitate the development, articulation, implementation, and stewardship of a Warner District vision of learning supported by the school community.

2. promote the success of all students with a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

3. promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

4. collaborate with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
5. promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6. promote the success of all students by acting with integrity, fairly, and in an ethical manner.

The entry plan begins in September despite the fact that your appointment, and your work started on July 1, 2007. Your task is to develop and present the entry.
SECTION IV
ASSESSMENT #2: ENTRANCE PLAN
ATTACHMENT B: SCORING GUIDE

Candidate’s name: ___________       Evaluator’s name: _____________________
Semester: ____________________

Based on the candidate’s performance on the Entrance Plan, indicate the extent to which the candidate provided evidence of meeting the specific ELCC standards for School District Leadership (SDL) listed below, using the following rubrics:

n/o: Not observable – The activity is not appropriate for providing evidence for this standard.
1. Insufficient – i.e., there is sufficient evidence that the candidate did not meet this standard.
2. Emergent – i.e., there is only partial evidence that the candidate met this standard; more evidence is needed before determining proficiency with respect to this standard.
3. Basic proficiency – i.e., there is sufficient evidence that the candidate has met this standard at a basic level.
4. Outstanding performance – i.e., there is evidence that the candidate has met and exceeded the demands of this standard.

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

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<tr>
<th>Relevant Elements</th>
<th>Indicators of Meeting this Element for School District Leadership</th>
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<tr>
<td>1.1 Develop a Vision</td>
<td>a. Candidates develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students.</td>
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<td>b. Candidates base development of the vision on relevant knowledge and theories applicable to the school-level leaders applied to a school district context.</td>
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<td>c. Candidates use data-based research strategies to create a vision that takes into account the diversity of learners in a district</td>
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<td>d. Candidates demonstrate knowledge of ways to use a district’s vision to mobilize additional resources to support the vision.</td>
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<td>1.4 Steward</td>
<td>a. Candidates demonstrate the ability to align and, as necessary, redesign administrative policies and practices</td>
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a Vision required for full implementation of a district vision.

b. Candidates understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district’s vision, mission, and goals.

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Relevant Elements  | Indicators of Meeting this Element for School District Leadership  | n/o | 1 | 2 | 3 | 4
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2.3 Apply Best Practice to Student Learning  | a. Candidates demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.  
b. Candidates demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning.  
c. Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.  
d. Candidates understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.  | n/o | 1 | 2 | 3 | 4

Standard 3.0: Candidates who complete the program are educated leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Relevant Elements  | Indicators of Meeting this Element for School District Leadership  | n/o | 1 | 2 | 3 | 4
--- | --- | --- | --- | --- | --- | ---
3.2 Manage Operations  | a. Candidates demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.  
b. Candidates can use appropriate and effective needs assessment, research-based data, and group process  | n/o | 1 | 2 | 3 | 4
skills to build consensus, communicate, and resolve conflicts in order to align resources with the district vision.

c. Candidates develop staff communication plans for integrating district’s schools and divisions.

d. Candidates develop a plan to promote and support community collaboration among district personnel.

**Standard 4.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

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<tr>
<td>4.1 Collaborate with Families and Other Community Members</td>
<td>a. Candidates demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.</td>
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<td>b. Candidates demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.</td>
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<td>c. Candidates apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.</td>
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<td>d. Candidates demonstrate an ability to develop and implement a plan for nurturing relationship with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.</td>
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<td>e. Candidates demonstrate the ability to involve community members, groups, and other stakeholders in district decision-making, reflecting an understanding of strategies to capitalize on the district’s integral role in the larger community.</td>
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<td>f. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.</td>
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g. Candidates develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.

**4.2 Respond to Community Interests and Needs**

| a. | Candidates facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders. |
| b. | Candidates demonstrate the ability to promote maximum involvement with, and visibility within the community. |
| c. | Candidates demonstrate the ability to interact effectively with individuals and groups that reflect conflicting perspectives. |
| d. | Candidates demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement. |
| e. | Candidates demonstrate the ability to advocate for students with special and exceptional needs. |

**4.3 Mobilize Community Resources**

| a. | Candidates demonstrate an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals. |
| b. | Candidates demonstrate how to use district resources to the community to solve issues of joint concern. |
| c. | Candidates demonstrate 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. |

**Standard 6.0:** Candidates who complete this program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

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<tr>
<td>6.1 Understand the Larger</td>
<td>a. Candidates demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations.</td>
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| **Context** | b. Candidates demonstrate an understanding of the complex cases of poverty and other disadvantages and their effects on families, communities, children, and learning. 

c. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. 

d. Candidates can explain the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district. 

e. Candidates demonstrate the ability to work with political leaders at the local, state, and national level. 

f. Candidates can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents. 

g. Candidates espouse positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities. |
The following table reports scores for candidates who took this assessment in the calendar year 2007. For each Standard prescribed by this Assessment, the table reports the average score of candidates, the total number of candidates who took the assessment, and the total number of candidates who received a score of 1 (insufficient), 2 (emergent), 3 (basic proficiency), 4 (outstanding performance), and not-observed (n/o).
### Standard 1.0 - Vision

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### Standard 2.0 - Instructional Leadership

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### Standard 3.0 - Learning Environment

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<td>DL3.2</td>
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### Standard 4.0 - Community Resources

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### Standard 6.0 - Large Context

**District Leader Assessment:**

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<th>Avg.</th>
<th>Resp.</th>
<th>#n/o’s</th>
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<th>#1’s</th>
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<th>#3’s</th>
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<tbody>
<tr>
<td>DL6.1</td>
<td>Understand Context</td>
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Thursday, January 31, 2008
1. Description of the assessment and its use in the program

The Clinical Supervision Project (CSP) is designed to assess candidates’ ability to apply the concepts of clinical supervision to a structural framework. Candidates learn about the differences between teacher evaluation and effective clinical supervision through this assignment. Candidates are given a case involving several elements of the clinical model and expected to create a plan of action demonstrating understanding of how to assist teachers in various developmental stages of growth. Candidates undertake this project as part of required course EDU 407 – Curricular and Instructional Leadership.

Goals:
This assessment involves several layers of learning. Candidates are assessed on how well they respond or “diagnose” the hypothetical teacher case, and their application of the clinical model of supervision provided to them. The following are a list of goals intended to guide the candidates in developing an effective improvement plan for their case.
Candidates will apply the concepts of clinical supervision in the following way:

1. Phase 1-diagnosis of teachers’ developmental levels
2. Phase 2-selection of interpersonal approach to assist teacher in understanding possible instructional problems
3. Phase 3-outline and detail suggested improvement plan
4. Phase 4-finalize action based on an analysis of adult learning theory

Methods:
Each candidate creates a written plan developing a clinical supervision model of improvement for his or her specific case. Candidates share their understandings of the plan in a round table arena with others, discussing their rationale for their plan.
Candidates are provided with the scoring guide for this assessment (see Attachment B) to guide their work.

2. Alignment ELCC standards and indicators

The CSP is designed to measure candidates’ understanding of and ability to apply the standard areas as prescribed by Assessment #3 (1.2, 1.3, 1.4, 1.5, 2.1, 2.1, 2.4, 5.1, 5.2, and 5.3).

3. Data Findings

Note: This assessment and its scoring guide (i.e., rubric) were substantially revised in 2006. Therefore, we analyzed data for SDL candidates who took EDU 407 – Curricular and Instructional Leadership in 2007 only.
Twelve SDL candidates completed the CSP in 2007. All candidates completed this assessment satisfactorily - scoring a 3 (basic proficiency) or 4 (outstanding performance) on each standard and its related elements, with average scores ranging from 3.75 to 4.0.

<table>
<thead>
<tr>
<th>Standard 1.0: Vision</th>
<th>Average</th>
<th>Not Observed (N/O)</th>
<th>Insufficient (1)</th>
<th>Emergent (2)</th>
<th>Basic Proficiency (3)</th>
<th>Outstanding Performance (4)</th>
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<tbody>
<tr>
<td>2. articulate a vision</td>
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<td>3. implement a vision</td>
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<td>4. steward a vision</td>
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<td>5. promote a vision</td>
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<td><strong>Standard 2.0: Instructional Leadership</strong></td>
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<td>1. promote positive school culture</td>
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<td>2. provide effective program</td>
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<td>4. design professional growth plan</td>
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<td><strong>Standard 5.0: Integrity</strong></td>
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<td>1. act with integrity</td>
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<td>2. act fairly</td>
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<td>3. act ethically</td>
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**4. Data interpretations**

The above data indicate that most of our candidates demonstrated “outstanding performance” with regard to the “professional knowledge, skills, and dispositions” required by Assessment #3 (1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 5.1, 5.2, and 5.3) and all achieve “basic proficiency.” This finding offers confidence that our graduates are prepared to work effectively as leaders that can develop and implement effective clinical methods for helping teachers and others improve their practice. Nevertheless, we recognize that the data represent a single cohort of candidates and we will continue to monitor closely the data derived from this assessment so that we can continue this success in the future.
SECTION IV
ASSESSMENT #3: CLINICAL SUPERVISION PROJECT
ATTACHMENT A: DESCRIPTION OF THE ASSIGNMENT

Associated Course: Curricular and Instructional Leadership - EDU 407

**Goal:** Candidates demonstrate the “professional knowledge, skills, and dispositions” represented by ELCC Standards 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 5.1, 5.2, and 5.3.

**Clinical Supervision Project:** Candidates are given a set of hypothetical circumstances regarding a specific teacher. Drawing upon Carl Glickman’s (2006) suggested phases of developmental supervision (see below), and other resources available, candidates carefully “diagnose” the teacher and provide the professional advice and guidance needed to improve this teacher’s instruction. More specifically, candidates develop a clinical supervision plan (CSP) that provides them with the opportunity to “practice” the art of instructional evaluation using a “clinical” model as a prototype of supervision. Candidates then present their “findings” to other candidates in a round-table environment (presentation), receiving feedback to analysis and diagnosis. A final, written project (report) is turned in at the end of the course.

Phase 1-The supervisor diagnoses the teacher’s developmental levels, expertise, commitment, and educational situation-supervisor selects the interpersonal behavioral approach that will best fit the scenario for improvement.

Phase 2-The supervisor uses the selected interpersonal approach to assist teacher in understanding the instructional problem. Include the face-to-face dialogue found in both the pre and post conference discourse, feedback loop and move to the improvement plan. You must connect the dialogue to the list of sequencing behaviors identified in each specific continuum.

Phase 3- The supervisor will outline and detail the suggested improvement plan, addressing such issues as time frame for learning, future observations, on-going conversations and in-depth professional development opportunities to be made available.

Phase 4- The supervisor will include ways to view the teacher as an adult learner and design an improvement plan that includes a specific professional development plan linking to research based studies.
SECTION IV
ASSESSMENT #3: CLINICAL SUPERVISION PROJECT
ATTACHMENT B: SCORING GUIDE

Candidate’s name: ____________       Evaluator’s name: _____________________
Semester: ________________

Based on the candidate’s performance on the clinical supervision project, indicate the extent to which the candidate provided evidence of meeting the specific ELCC standards for School District Leadership (SDL) listed below, using the following rubrics:

**n/o: Not observable** – The activity is not appropriate for providing evidence for this standard.

1. **Insufficient** – i.e., there is sufficient evidence that the candidate did not meet this standard.
2. **Emergent** – i.e., there is only partial evidence that the candidate met this standard; more evidence is needed before determining proficiency with respect to this standard.
3. **Basic proficiency** – i.e., there is sufficient evidence that the candidate has met this standard at a basic level.
4. **Outstanding performance** – i.e., there is evidence that the candidate has met and exceeded the demands of this standard.

**Standard 1.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

<table>
<thead>
<tr>
<th>Relevant Elements</th>
<th>Indicators of Meeting this Element for School District Leadership</th>
<th>n/o</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>
| 1.2 Articulate a Vision | a. Candidates demonstrate the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision. 
 b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as students assessment results, student and family demographic data, and an analysis of community needs. 
 c. Candidates demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members with symbols, ceremonies, stories, and other activities. |   |   |   |   |   |
| 1.3 Implement     | a. Candidates demonstrate the ability to plan programs to motivate staff, students, and families to achieve a |   |   |   |   |   |
### a Vision

a. Candidates design research-based processes to effectively implement a district vision throughout an entire school district and community.

### 1.4 Steward a Vision

a. Candidates demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision.

b. Candidates understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district’s vision, mission, and goals.

### 1.5 Promote Community Involvement in the Vision

a. Candidates demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.

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**Standard 2.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

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<thead>
<tr>
<th>Relevant Elements</th>
<th>Indicators of Meeting this Element for School District Leadership</th>
<th>n/o</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1 Promote Positive School Culture</strong></td>
<td>a. Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.</td>
<td>n/o</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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</table>
| **2.2 Provide Effective Instructional Program** | a. Candidates demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparative strengths and weaknesses of each method.  
b. Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district’s improvement and accountability systems.  
c. Candidates demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to | n/o | 1 | 2 | 3 | 4 |
administrators who have needs for improvement.

d. Candidates demonstrate the ability to allocate and justify resources to sustain the instructional program.

2.4 Design Comprehensive Professional Growth Plans

a. Candidates demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.

b. Candidates demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.

c. Candidates develop personal professional growth plans that reflect commitment to life-long learning and best practices.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

<table>
<thead>
<tr>
<th>Relevant Elements</th>
<th>Indicators of Meeting this Element for School District Leadership</th>
<th>n/o</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>5.1 Acts with Integrity</td>
<td>a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions</td>
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<tr>
<td>5.2 Acts Fairly</td>
<td>a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.</td>
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<td>5.3 Acts Ethically</td>
<td>a. Candidates make and explain decisions based upon ethical and legal principles.</td>
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</table>
The following table reports scores for candidates who took this assessment in the calendar year 2007. For each Standard prescribed by this Assessment, the table reports the average score of candidates, the total number of candidates who took the assessment, and the total number of candidates who received a score of 1 (insufficient), 2 (emergent), 3 (basic proficiency), 4 (outstanding performance), and not-observed (n/o).
## Standard 1.0 - Vision

District Leader Assessment:

<table>
<thead>
<tr>
<th></th>
<th>Articulate a Vision</th>
<th>Implement a Vision</th>
<th>Steward a Vision</th>
<th>Promote Vision</th>
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<tbody>
<tr>
<td>DL1.2</td>
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<th>Avg</th>
<th>Resp</th>
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<th>#1’s</th>
<th>#2’s</th>
<th>#3’s</th>
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## Standard 2.0 - Instructional Leadership

District Leader Assessment:

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<th></th>
<th>Positive culture</th>
<th>Effective Program</th>
<th>Professional growth</th>
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<tbody>
<tr>
<td>DL2.1</td>
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<td>DL2.2</td>
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<tr>
<td>DL2.4</td>
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<tr>
<th>Avg</th>
<th>Resp</th>
<th>#n/o’s</th>
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<th>#1’s</th>
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<th>#3’s</th>
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## Standard 5.0 - Integrity

District Leader Assessment:

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<th></th>
<th>Integrity</th>
<th>Fairness</th>
<th>Ethics</th>
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<tbody>
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<td>DL5.1</td>
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<td>DL5.2</td>
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Thursday, January 31, 2008
SECTION IV
ASSESSMENT #4: INTERNSHIP PORTFOLIO

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

The Internship is a six credit-hour, stand-alone course that candidates undertake for one or two consecutive semesters (see Section I Context for a more complete description of our internship field experience). The overall goal of the internship experience is to provide candidates with a supervised field-based experience that will closely resemble an actual leadership assignment so that candidates can develop skills consistent with the ELCC Standards 1.3, 2.1, 2.2, 2.3, 2.4, 3.2, 4.1, 4.2, 4.3, 5.1, 5.3, 6.1, 6.2, 6.3, and meet the demands of ELCC Standard 7.0. All candidates are required to submit an Internship Portfolio (Assessment #4) at the completion of their experience.

The internship was designed by all instructors in the certificate program to be an authentic field experience for SBL and SDL candidates. As noted in Section I Context, candidates pursuing both the SBL and SDL certificates complete one combined, six credit-hour internship with experiences at both the building and district levels.

Candidates can conduct their internship on full-time or part-time basis, with or without compensation. The timeframe for both full-time and part-time internships approximate a 15 week, full-time work experience. It is unlikely that an acceptable internship experience and its related activities would amount to less than 565 (15 weeks * 37.5 hours per week). There is no upper limit to the number of hours for internships.

Warner School supervisors visit candidates in the field no less than four times during the course of their internship. These meetings enable the Warner School supervisor to meet with the candidate and his/her building and/or district supervisor to discuss the candidate’s performance. At the completion of their internship all candidates must submit a Portfolio which serves as Assessment #4. The portfolio comprises two “volumes/books.” The Foundation Book must contain candidates’ (a) reflective statements on each of the ELCC Standard areas, (b) updated Internship Plan, (c) Weekly Activity Reports, (d) Internship Evaluation, and (e) other supporting materials. The Supplemental Book contains work products that the candidates develop in the field (e.g., schedule, letter to parents). Warner Supervisors make certain that both books provide evidence of (1) building-level and (2) district-level experiences. Lastly, Warner supervisors assess the portfolio using a standardized scoring guide that reflects the standards prescribed by Assessment #4 (see Attachment B).

2. Alignment ELCC standards and indicators

The Internship Portfolio is designed to measure candidates’ understanding of and ability to apply the standard areas as prescribed by Assessment #4 (1.3, 2.1, 2.2, 2.3, 2.4, 3.2, 4.1, 4.2, 4.3, 5.1, 5.3, 6.1, 6.2, 6.3). Concomitantly the internship experience is designed to meet ELCC Standard 7.0 and its structural demands (e.g., substantial and sustained), as described in more detail in the required one-page statement that follows this narrative.
3. Data Findings

Note: This assessment and its scoring guide (i.e., rubric) were substantially revised in 2006. Therefore, we have assessment data only for those SDL candidates who completed their Internship Portfolio (Assessment #4) in 2007.

Twenty SDL candidates completed their Internship Portfolio in 2007. Most candidates completed this assessment satisfactorily - scoring a 3 (basic proficiency) or 4 (outstanding performance) on each standard and its related elements, with average scores ranging from 3.19 to 4.00. The only exceptions are one score of 2 (emergent) for Standards 4.2, 6.1, 6.2, and 6.3, and two scores of 2 for Standard 4.3.

<table>
<thead>
<tr>
<th>Standard 1.0: Vision</th>
<th>Average</th>
<th>Not Observed (N/O)</th>
<th>Insufficient (1)</th>
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<th>Basic Proficiency (3)</th>
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<tr>
<td>3. implement a vision</td>
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Standard 2.0: Instructional Leadership
1. promote positive school culture
2. provide effective program
3. apply best practices
4. design professional growth plan

Standard 3.0: Learning Environment
2. manage operations

Standard 4.0: Community Resources
1. collaborate with community
2. respond to community interests
3. mobilize community resources

Standard 5.0: Integrity
1. act with integrity
2. act fairly
3. act ethically

Standard 6.0: Larger Context
1. understand larger context
2. respond to the larger context
3. influence the larger context

4. Data interpretations

Data for Assessment #4 indicate that almost all of our candidates demonstrated “basic proficiency” or “outstanding performance” with regard to the “professional knowledge, skills, and dispositions” required by this assessment (1.3, 2.1, 2.2, 2.3, 2.4, 3.2, 4.1, 4.2, 4.3, 5.1, 5.3, 6.1, 6.2, 6.3). This finding offers confidence that our graduates are prepared to apply these standards once they have attained a building-level leadership position.

Nevertheless, our finding that some students did not complete one or more of the experiences prescribed by Assessment #4 (i.e., not observed) gives us pause. This finding is partly explained by the unpredictable nature of real-life leadership experiences, where one is required to address the needs of schools and districts in a timely manner, sometimes forcing planned activities from view. Our Warner Supervisors will continue to work closely with field supervisors to ensure that our candidates have comprehensive internship experiences that allow them to demonstrate all of the standards prescribed by this assessment.
SECTION IV
ASSESSMENT #4: INTERNSHIP PORTFOLIO
HOW INTERNSHIP COMPLIES WITH ELCC STANDARD 7.0

To comply with Standard 7.0, we require that all internships contain the following elements:

**Substantial and Standards Based (ELCC Standards 7.1 and 7.3):** To help ensure that internships are comprised of a wide-range of meaningful activities, we require that candidates develop an Internship Plan before the start of their internship. The plan, developed in collaboration with a candidate’s internship committee, serves as a guide for the internship by documenting the activities that the candidate will perform. Each plan must include the following elements:

1. A brief description of each anticipated internship activity,
2. A listing of the ELCC Standard(s) that encompass each activity, and
3. The type of evidence that will demonstrate whether the candidate has performed the activity.

Throughout the Internship the plan is modified as new opportunities emerge.

**Sustained (ELCC Standard 7.2):** Candidates can conduct their internship on full-time or part-time basis, with or without compensation. The timeframe for both full-time and part-time internships approximate a 15 week, full-time work experience. It is unlikely that an acceptable internship experience and its related activities would amount to less than 565 hours (≈15 weeks * 37.5 hours per week). There is no upper limit to the number of hours for internships.

**Real-Setting Experience (Internship Site) (ELCC Standard 7.4):** The candidate will undertake the internship in both a school and district setting to ensure that they meet the internship requirements for both the SBL and SDL certificates (since most of our candidates pursue both certificates at the same time). In other words, candidates complete only one 6 credit internship with experiences at both the building and district levels. We desire that candidates conduct their internship during regular school year, when students are in session. Those seeking summer internships must demonstrate to their internship committee that they will have substantial contact with students, teachers, and parents (e.g., serving as acting summer school principal).

**Planned and Guided Cooperatively (ELCC Standard 7.5):** Each candidate formulates an internship committee. The internship committee is comprised of the (1) candidate, (2) a Warner School supervisor, (3) a building-level field supervisor, and (4) a district-level field supervisor. The university supervisor must be an Educational Leadership Program faculty member. The building level field supervisor must be a full-time school-level administrator who holds an SAS or SBL certificate. The district-level field supervisor must be a full-time district-level administrator who holds an SDA or SDL certificate.

**University Credit (ELCC Standard 7.6):** Candidates will earn 6 credit hours for their internship.
SECTION IV
ASSESSMENT #4: INTERNSHIP PORTFOLIO
ATTACHMENT A: DESCRIPTION OF THE ASSIGNMENT

Note: We provide each internship candidate with an Internship Handbook. The Handbook was developed by Warner faculty for the purpose of providing candidates with a meaningful internship experience as defined by ELCC Standard 7.0: Internship. Because the Handbook is 70 pages in length, we present below only summaries of its various components so that we might provide reviewers with a suitable description of Assessment #4 (Internship Portfolio) while attending to report constraints.

Internship Portfolio (Assessment #4): We require that candidates submit a Portfolio at the completion of their internship (Assessment #4). The portfolio comprises two “volumes/books.” The Foundation Book must contain candidates’ (a) reflective statements on each of the ELCC Standard areas, (b) updated Internship Plan, (c) Weekly Activity Reports, (d) Internship Evaluation, and (e) other supporting materials. The Supplemental Book contains work products the candidates develop in the field (e.g., schedule and letter to parent). Warner Supervisors make certain that for candidates with public school placements both books provide evidence of (1) building-level and (2) district-level experiences. Lastly, Warner supervisors review the portfolio and assess each candidate formally using a standardized scoring guide (Attachment B) that addresses the standards prescribed by Assessment #4 (1.3, 2.1, 2.2, 2.3, 2.4, 3.2, 4.1, 4.2, 4.3, 5.1, 5.3, 6.1, 6.2, 6.3).

(a) Reflective Statements: Each candidate provides reflective statements for each of the ELCC standard areas. The reflective statements should demonstrate that the candidate has a full understanding of how the specific standard affects their practice, both on the building and district level. These statements should be no more than three pages for each standard. (Foundation Book)

(b) Updated Internship Plan: Candidates should include a copy of their internship plan that indicates which of the listed activities were completed and which were not. (Foundation Book)

(c) Weekly Activity Reports: Candidates are required to prepare an activity report for each week that they spend conducting internship related activities. The weekly activity reports serve two purposes: (1) the reports document the nature and scope of both planned and unplanned internship activities and (2) the reports offer candidates the opportunity to reflect on the efficacy their performance with regard to these activities. (Foundation Book)

(d) Internship Evaluation Reports: We require that field supervisors complete at least two Internship Evaluation Reports and discuss their responses with the candidate. They complete one at the halfway point of the internship and another at the end of it. The items in the in the report correspond to the ELCC Standards. (Foundation Book)

(e) Other Supporting Materials: Candidates should include in their internship portfolio
any supporting material that is not included in the aforementioned sections: (Foundation Book)

(1) Forms - All required forms including the application form and permission forms.
(2) University Contact Reports - No less than four times during the internship, the University Supervisor and Field Supervisor meet to discuss the candidates’ performance. The University Supervisor documents these meetings and produces a report using the University Contact Report. The Warner Supervisor then meets with the candidate to discuss the contents of the report.
(3) Summary Letter - At the close of the internship, the field supervisor must write a summary letter to the Warner Supervisor that offers their assessment of the candidate’s leadership abilities. The letter should be more than a generalized statement of the intern’s accomplishments. Instead, it should comment directly on the candidate’s ability to effectively steward a school or district. As an example, the summary letter can take the form of a mock recommendation letter or an actual recommendation letter. It is the candidate’s responsibility to request the letter. The Warner supervisor includes the letter in the portfolio.

(f) Work Products: Throughout their internships, candidates will likely produce work products (e.g., strategic plans, program evaluations, student handbooks, competitive bids, purchase orders, letters to parents, program flyers, teacher evaluations, and cost-analyses). Candidates should include all work products and provide cross-references to the weekly activity report that describes the activity that produced each product. (Supplemental Book)
Based on the candidate’s performance on their Internship Portfolio, indicate the extent to which the candidate provided evidence of meeting the specific ELCC standards for School District Leadership (SDL) listed below, using the following rubrics:

**n/o: Not observable** – The activity is not appropriate for providing evidence for this standard.

1. **Insufficient** – i.e., there is sufficient evidence that the candidate did not meet this standard.
2. **Emergent** – i.e., there is only partial evidence that the candidate met this standard; more evidence is needed before determining proficiency with respect to this standard.
3. **Basic proficiency** – i.e., there is sufficient evidence that the candidate has met this standard at a basic level.
4. **Outstanding performance** – i.e., there is evidence that the candidate has met and exceeded the demands of this standard.

**Standard 1.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

<table>
<thead>
<tr>
<th>Relevant Elements</th>
<th>Indicators of Meeting this Element for School District Leadership</th>
<th>n/o</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>1.3 Implement a Vision</td>
<td>a. Candidates demonstrate the ability to plan programs to motivate staff, students, and families to achieve a school district’s vision. &lt;br&gt;b. Candidates design research-based processes to effectively implement a district vision throughout an entire school district and community.</td>
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**Standard 2.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

<table>
<thead>
<tr>
<th>Relevant Elements</th>
<th>Indicators of Meeting this Element for School District Leadership</th>
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<th>4</th>
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</thead>
<tbody>
<tr>
<td>2.1 Promote Positive School Culture</td>
<td>a. Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.</td>
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<tr>
<td>2.2 Provide Effective Instructional Program</td>
<td>a. Candidates demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparative strengths and weaknesses of each method. &lt;br&gt;b. Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district’s improvement and accountability systems. &lt;br&gt;c. Candidates demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement. &lt;br&gt;d. Candidates demonstrate the ability to allocate and justify resources to sustain the instructional program.</td>
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</table>
### 2.3 Apply Best Practice to Student Learning

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<tr>
<th>Relevant Elements</th>
<th>Indicators of Meeting this Element for School District Leadership</th>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>Candidates demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.</td>
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<tr>
<td>b.</td>
<td>Candidates demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning.</td>
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<tr>
<td>c.</td>
<td>Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.</td>
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<tr>
<td>d.</td>
<td>Candidates understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.</td>
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### 2.4 Design Comprehensive Professional Growth Plans

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<tr>
<th>Relevant Elements</th>
<th>Indicators of Meeting this Element for School District Leadership</th>
<th>n/o</th>
<th>1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Candidates demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.</td>
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<tr>
<td>b.</td>
<td>Candidates demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.</td>
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<tr>
<td>c.</td>
<td>Candidates develop personal professional growth plans that reflect commitment to life-long learning and best practices.</td>
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### Standard 3.0: Candidates who complete the program are educated leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

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<thead>
<tr>
<th>Relevant Elements</th>
<th>Indicators of Meeting this Element for School District Leadership</th>
<th>n/o</th>
<th>1</th>
<th>2</th>
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<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 Manage Operations</td>
<td>Candidates demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.</td>
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<tr>
<td>b.</td>
<td>Candidates can use 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 district vision.</td>
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<tr>
<td>c.</td>
<td>Candidates develop staff communication plans for integrating district’s schools and divisions.</td>
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<td>d.</td>
<td>Candidates develop a plan to promote and support community collaboration among district personnel.</td>
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### Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

<table>
<thead>
<tr>
<th>Relevant Elements</th>
<th>Indicators of Meeting this Element for School District Leadership</th>
<th>n/o</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Collaborate with Families and Other Community</td>
<td>Candidates demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.</td>
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<tr>
<td>b.</td>
<td>Candidates demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with</td>
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</tbody>
</table>
### Members
- Community members and community organizations to have a positive affect on student learning.
- Candidates apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.
- Candidates demonstrate an ability to develop and implement a plan for nurturing relationship with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.
- Candidates demonstrate the ability to involve community members, groups, and other stakeholders in district decision-making, reflecting an understanding of strategies to capitalize on the district’s integral role in the larger community.
- Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.
- Candidates develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.

### 4.2 Respond to Community Interests and Needs
- Candidates facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders.
- Candidates demonstrate the ability to promote maximum involvement with, and visibility within the community.
- Candidates demonstrate the ability to interact effectively with individuals and groups that reflect conflicting perspectives.
- Candidates demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement.
- Candidates demonstrate the ability to advocate for students with special and exceptional needs.

### 4.3 Mobilize Community Resources
- Candidates demonstrate an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals.
- Candidates demonstrate how to use district resources to the community to solve issues of joint concern.
- Candidates demonstrate 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.

<p>| Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. |</p>
<table>
<thead>
<tr>
<th>Relevant Elements</th>
<th>Indicators of Meeting this Element for School District Leadership</th>
<th>n/o</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Acts with Integrity</td>
<td>a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions</td>
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<td>5.2 Acts Fairly</td>
<td>a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their</td>
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interactions with others.

**5.3 Acts Ethically**

- Candidates make and explain decisions based upon ethical and legal principles.

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**Standard 6.0:** Candidates who complete this program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

<table>
<thead>
<tr>
<th>Relevant Elements</th>
<th>Indicators of Meeting this Element for School District Leadership</th>
<th>n/o</th>
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<th>4</th>
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</table>
| **6.1 Understand the Larger Context** | a. Candidates demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations.  
b. Candidates demonstrate an understanding of the complex cases of poverty and other disadvantages and their effects on families, communities, children, and learning.  
c. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district.  
d. Candidates can explain the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district.  
e. Candidates demonstrate the ability to work with political leaders at the local, state, and national level.  
f. Candidates can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents.  
g. Candidates espouse positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities. |   |   |   |   |
| **6.2 Respond to the Larger Context** | a. Candidates demonstrate the ability to engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws.  
b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students.  
c. Candidates demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district. |   |   |   |   |
| **6.3 Influence the Larger Context** | a. Candidates demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.  
b. Candidates demonstrate the ability to 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. |   |   |   |   |
The following table reports scores for candidates who took this assessment in the calendar year 2007. For each Standard prescribed by this Assessment, the table reports the average score of candidates, the total number of candidates who took the assessment, and the total number of candidates who received a score of 1 (insufficient), 2 (emergent), 3 (basic proficiency), 4 (outstanding performance), and not-observed (n/o).
## Standard 1.0 - Vision

**District Leader Assessment:**

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<thead>
<tr>
<th></th>
<th>Avg.</th>
<th>Resp.</th>
<th>#n/o’s</th>
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<th>#1’s</th>
<th>#2’s</th>
<th>#3’s</th>
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<tbody>
<tr>
<td>DL1.3</td>
<td>Implement a Vision</td>
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## Standard 2.0 - Instructional Leadership

**District Leader Assessment:**

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<th>Avg.</th>
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<th>#2’s</th>
<th>#3’s</th>
<th>#4’s</th>
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<tbody>
<tr>
<td>DL2.1</td>
<td>Positive culture</td>
<td></td>
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<tr>
<td>DL2.2</td>
<td>Effective Program</td>
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<tr>
<td>DL2.3</td>
<td>Apply Best Practices</td>
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<tr>
<td>DL2.4</td>
<td>Professional growth</td>
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## Standard 3.0 - Learning Environment

**District Leader Assessment:**

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<th>#3’s</th>
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<tbody>
<tr>
<td>DL3.2</td>
<td>Manage Operations</td>
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## Standard 4.0 - Community Resources

**District Leader Assessment:**

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<th>#3’s</th>
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<tr>
<td>DL4.1</td>
<td>Collaborate with Community</td>
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<td>DL4.2</td>
<td>Community Interest</td>
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<tr>
<td>DL4.3</td>
<td>Community Resources</td>
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## Standard 5.0 - Integrity

**District Leader Assessment:**

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<tbody>
<tr>
<td>DL5.1</td>
<td>Integrity</td>
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<tr>
<td>DL5.2</td>
<td>Fairness</td>
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<tr>
<td>DL5.3</td>
<td>Ethics</td>
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## Standard 6.0 - Large Context

**District Leader Assessment:**

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<th>#2’s</th>
<th>#3’s</th>
<th>#4’s</th>
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<tbody>
<tr>
<td>DL6.1</td>
<td>Understand Context</td>
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<tr>
<td>DL6.2</td>
<td>Respond Context</td>
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<tr>
<td>DL6.3</td>
<td>Influence Context</td>
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1. Description of the assessment and its use in the program

The School District Leader Employer Satisfaction Survey (SDLESS) was designed by Leadership Program faculty and members of our Leadership Advisory Committee (LAC). The LAC was established in 2006 and is comprised of senior officials (e.g., superintendents and principals) from 11 area school districts and five area Boards of Cooperative Education Services (BOCES). BOCES are educational services agencies that serve component school districts. Together, the members of this group employ most of our program graduates. The LAC meets semi-annually (i.e., fall and spring) at the University of Rochester.

Goals:
The goals of the SDLESS are to (1) measure our effectiveness in producing graduates (i.e., employees) with the knowledge, skills, and dispositions to serve effectively as a school building leader in accordance with the ELCC Standards 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, and 6.3, (2) to determine employers’ (i.e., school districts) satisfaction with employees who are graduates of our program, and (3) to signal ways in which we can improve our program to best serve our graduates and their employers.

Methods:
We ask each member of our LAC to complete a written survey (see Attachment A + B) at our annual fall meeting. We ask LAC members who are not present at the meeting to complete and mail in their survey. The survey probes the degree to which our graduates meet the standards specified ELCC for District Level Leaders. To facilitate the task we provide a listing of recent certification program graduates that now work as a district leader in the area. The survey does not ask LAC members to identify specific individuals, but instead to comment on how, in general, our graduates meet the standards for district level leaders. Members of the LAC voiced legal concerns that impede us from soliciting employer feedback on specific candidates (e.g., violating contractual provisions regarding evaluation).

2. Alignment with ELCC standards and indicators

The SDLESS specifically addresses all of the ELCC standards required by this assessment (1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, and 6.3). To do so, the survey language derives directly from the ELCC standards.

3. Data Findings

Note: The SDLESS was created in 2006 and first administered in at the Fall 2007 meeting of the LAC.

Ten LAC members completed the SDLESS in 2007. There responses are reported in the table below (instead of Attachment C).
4. Data interpretation

Data for Assessment #5 suggests that most of our candidates demonstrated “basic proficiency” or “outstanding performance” with regard their “ability to support student learning and development” required by this assessment (1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2 and 6.3). This finding offers confidence that, in general, our graduates have demonstrated their ability to apply these standards in their current district-level leadership positions.

Nevertheless, our finding that one or more LAC member believes that our graduates demonstrated only “emergent” performance, and in one instance “insufficient” performance in reference to the proscribed Standards raises some concern. We desire that all graduates minimally demonstrate “basic proficiency” once employed as a district leader. Our meeting with the LAC group (Spring 2008) will inform whether this is single candidate or a systemic pattern of Warner graduates employed by their district. If needed, we will develop and implement remedies.

Note: For this assessment we have only included one attachment that provides the information called for in Attachment A and Attachment B. We also do not include Attachment C with Candidates’ Data, as the results of the survey do not provide data about individual candidates and, further, the results are already reported in the table above.
SECION IV
ASSESSMENT #5: EMPLOYEE SATISFACTION SURVEY
ATTACHMENT A + B: ASSESSMENT TOOL AND SCORING GUIDE

Note: Below we provide the School District Leader Employer Satisfaction Survey that we administer annually as described in the Narrative of this assessment. Because our desire was to learn how our graduate’s perform in reference to specific ELCC standards, the survey items draw directly from the language of these standards. In doing so, the survey serves as both the (1) Assessment Tool and (2) the scoring guide for the assessment.

DISTRICT LEADER EMPLOYEE SATISFACTION SURVEY

Directions: Please use the following rubrics to indicate the extent to which you believe our graduates meet the ELCC standards for School District Leadership (SDL). Respond by circling the number in appropriate cell. If needed, indicators of meeting this standard are appended (see Attachment).

1. Insufficient – i.e., there is insufficient evidence that the candidate did not meet this standard.
2. Emergent – i.e., there is only partial evidence that the candidate met this standard; more evidence is needed before determining proficiency with respect to this standard.
3. Basic proficiency – i.e., there is sufficient evidence that the candidate has met this standard at a basic level.
4. Outstanding performance – i.e., there is evidence that the candidate has met and exceeded the demands of this standard.

| Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. |
|---|---|---|---|
| 1. Graduate(s) can develop a vision | Insufficient | Emergent | Basic Proficiency | Outstanding Performance |
| 2. Graduate(s) can articulate a vision | 3 |
| 3. Graduate(s) can steward a vision | 4 |

| Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. |
|---|---|---|---|
| 1. Graduate(s) can promote positive school culture | Insufficient | Emergent | Basic Proficiency | Outstanding Performance |
| 2. Graduate(s) can provide effective instructional programs | 3 |
| 3. Graduate(s) can apply best practices to student learning | 4 |

| Standard 3.0: Candidates who complete the program are educated leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. |
|---|---|---|---|
| 4. Graduate(s) can manage the organization | Insufficient | Emergent | Basic Proficiency | Outstanding Performance |
| 5. Graduate(s) can manage operations | 3 |
| 6. Graduate(s) can manage resources | 4 |

| Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. |
|---|---|---|---|
| 1. Graduate(s) can develop a vision | Insufficient | Emergent | Basic Proficiency | Outstanding Performance |
| 2. Graduate(s) can articulate a vision | 3 |
| 3. Graduate(s) can steward a vision | 4 |

| Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. |
|---|---|---|---|
| 1. Graduate(s) can promote positive school culture | Insufficient | Emergent | Basic Proficiency | Outstanding Performance |
| 2. Graduate(s) can provide effective instructional programs | 3 |
| 3. Graduate(s) can apply best practices to student learning | 4 |
and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

<table>
<thead>
<tr>
<th></th>
<th>Graduate(s) can collaborate with families and other community members</th>
<th>1</th>
<th>2</th>
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<tr>
<th></th>
<th>Graduate(s) can respond to community interests and needs</th>
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<tr>
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<th>Graduate(s) can mobilize community resources</th>
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**Standard 5.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

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<tr>
<th></th>
<th>Graduate(s) acts with integrity</th>
<th>Insufficient</th>
<th>Emergent</th>
<th>Basic Proficiency</th>
<th>Outstanding Performance</th>
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<td>4.</td>
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<tr>
<th></th>
<th>Graduate(s) acts fairly</th>
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<tr>
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<th>Graduate(s) acts ethically</th>
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**Standard 6.0:** Candidates who complete this program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

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<tr>
<th></th>
<th>Graduate(s) can respond to the larger context</th>
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<thead>
<tr>
<th></th>
<th>Graduate(s) can influence the larger context</th>
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**Additional Comments Regarding the Preparation of our SBL Graduates:**

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### Attachment to SDLESS
#### Performance Indicators for Meeting ELCC Standards for School District Leadership

<p>| Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. |</p>
<table>
<thead>
<tr>
<th>Relevant Elements</th>
<th>Indicators of Meeting this Element for School District Leadership</th>
</tr>
</thead>
</table>
| 1.1 Develop a Vision | a. Candidates develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students.  
 b. Candidates base development of the vision on relevant knowledge and theories applicable to the school-level leaders applied to a school district context.  
 c. Candidates use data-based research strategies to create a vision that takes into account the diversity of learners in a district  
 d. Candidates demonstrate knowledge of ways to use a district’s vision to mobilize additional resources to support the vision. |
| 1.2 Articulate a Vision | a. Candidates demonstrate the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision.  
 b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as students assessment results, student and family demographic data, and an analysis of community needs.  
 c. Candidates demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities. |
| 1.4 Steward a Vision | a. Candidates demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision.  
 b. Candidates understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district’s vision, mission, and goals. |

<p>| Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. |</p>
<table>
<thead>
<tr>
<th>Relevant Elements</th>
<th>Indicators of Meeting this Element for School District Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Promote Positive School Culture</td>
<td>a. Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.</td>
</tr>
</tbody>
</table>
| 2.2 Provide Effective Instructional Program | a. Candidates demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparative strengths and weaknesses of each method.  
 b. Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district’s improvement and accountability systems.  
 c. Candidates demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.  
 d. Candidates demonstrate the ability to allocate and justify resources to sustain the instructional program. |
### Performance Indicators for Meeting ELCC Standards for School District Leadership

**2.3 Apply Best Practice to Student Learning**

| a. | Candidates demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs. |
| b. | Candidates demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning. |
| c. | Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. |
| d. | Candidates understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups. |

**3.0: Candidates who complete the program are educated leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.**

<table>
<thead>
<tr>
<th>Elements</th>
<th>Indicators of Meeting this Element for School District Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Manage the Organization</td>
<td>a. Candidates demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.</td>
</tr>
<tr>
<td></td>
<td>b. Candidates demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities.</td>
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<td></td>
<td>c. Candidates demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.</td>
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<td></td>
<td>d. Candidates demonstrate the ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity.</td>
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<tr>
<td></td>
<td>e. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.</td>
</tr>
<tr>
<td>3.2 Manage Operations</td>
<td>a. Candidates demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.</td>
</tr>
<tr>
<td></td>
<td>b. Candidates can use 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 district vision.</td>
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<tr>
<td></td>
<td>c. Candidates develop staff communication plans for integrating district’s schools and divisions.</td>
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<tr>
<td></td>
<td>d. Candidates develop a plan to promote and support community collaboration among district personnel.</td>
</tr>
<tr>
<td>3.3 Manage Resources</td>
<td>a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.</td>
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<tr>
<td></td>
<td>b. Candidates creatively seek new resources to facilitate learning.</td>
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<tr>
<td></td>
<td>c. Candidates apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district.</td>
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<tr>
<td></td>
<td>d. Candidates apply and assess current technologies for management, business procedures, and scheduling.</td>
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</table>
### Attachment (continued)

**Performance Indicators for Meeting ELCC Standards for School District Leadership**

<table>
<thead>
<tr>
<th>Relevant Elements</th>
<th>Indicators of Meeting this Element for School District Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1 Collaborate with Families and Other Community Members</strong></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Candidates demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.</td>
</tr>
<tr>
<td>b.</td>
<td>Candidates demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.</td>
</tr>
<tr>
<td>c.</td>
<td>Candidates apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.</td>
</tr>
<tr>
<td>d.</td>
<td>Candidates demonstrate an ability to develop and implement a plan for nurturing relationship with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.</td>
</tr>
<tr>
<td>e.</td>
<td>Candidates demonstrate the ability to involve community members, groups, and other stakeholders in district decision-making, reflecting an understanding of strategies to capitalize on the district’s integral role in the larger community. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning. Candidates develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.</td>
</tr>
</tbody>
</table>

| **4.2 Respond to Community Interests and Needs** |  
| a. | Candidates facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders. |
| b. | Candidates demonstrate the ability to promote maximum involvement with, and visibility within the community. |
| c. | Candidates demonstrate the ability to interact effectively with individuals and groups that reflect conflicting perspectives. |
| d. | Candidates demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement. |
| e. | Candidates demonstrate the ability to advocate for students with special and exceptional needs. |

| **4.3 Mobilize Community Resources** |  
| a. | Candidates demonstrate an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals. |
| b. | Candidates demonstrate how to use district resources to the community to solve issues of joint concern. |
| c. | Candidates demonstrate 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. |
### Performance Indicators for Meeting ELCC Standards for School District Leadership

#### Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

<table>
<thead>
<tr>
<th>Relevant Elements</th>
<th>Indicators of Meeting this Element for School Building Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Acts with Integrity</td>
<td>a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions</td>
</tr>
<tr>
<td>5.2 Acts Fairly</td>
<td>a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.</td>
</tr>
<tr>
<td>5.3 Acts Ethically</td>
<td>a. Candidates make and explain decisions based upon ethical and legal principles.</td>
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</table>

#### Standard 6.0: Candidates who complete this program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

<table>
<thead>
<tr>
<th>Relevant Elements</th>
<th>Indicators of Meeting this Element for School Building Leadership</th>
</tr>
</thead>
</table>
| 6.2 Respond to the Large Context | a. Candidates demonstrate the ability to engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws.  
b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students.  
c. Candidates demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district. |
| 6.3 Influence the Larger Context | a. Candidates demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.  
b. Candidates demonstrate the ability to 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. |
ATTACHMENT C: CANDIDATES’ DATA

The following table reports scores for candidates who took this assessment in the calendar year 2007. For each Standard prescribed by this Assessment, the table reports the average score of candidates, the total number of candidates who took the assessment, and the total number of candidates who received a score of 1 (insufficient), 2 (emergent), 3 (basic proficiency), 4 (outstanding performance), and not-observed (n/o).
### Standard 1.0 - Vision

**District Leader Assessment:**

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<th>Avg.</th>
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<tr>
<td>DL1.1</td>
<td>Develop a Vision</td>
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<td>DL1.2</td>
<td>Articulate a Vision</td>
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<td>DL1.4</td>
<td>Steward a Vision</td>
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### Standard 2.0 - Instructional Leadership

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<td>DL2.1</td>
<td>Positive culture</td>
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<td>DL2.2</td>
<td>Effective Program</td>
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<td>DL2.3</td>
<td>Apply Best Practices</td>
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### Standard 3.0 - Learning Environment

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<td>DL3.1</td>
<td>Manage Organization</td>
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<td>DL3.2</td>
<td>Manage Operations</td>
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<td>DL3.3</td>
<td>Manage Resources</td>
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### Standard 4.0 - Community Resources

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<td>Collaborate with Community</td>
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<td>Community Resources</td>
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### Standard 5.0 - Integrity

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### Standard 6.0 - Large Context

**District Leader Assessment:**

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<th>Avg.</th>
<th>Resp.</th>
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<td>Respond Context</td>
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<td>DL6.3</td>
<td>Influence Context</td>
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SECTION VI
ASSESSMENT #6: DATA-DRIVEN DECISION MAKING PORTFOLIO
NARRATIVE

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

Understanding, interpreting, analyzing, and using data to make informed decisions is of critical importance for educational leaders. The Data-Driven Decision Making Portfolio (DMP) is a detailed compilation of specific data sets from the following areas: demographics, student learning, school processes, and perceptions. Candidates work throughout the semester compiling the data and then present their findings in the form of an improvement plan. Specifically, candidates develop a portfolio that answers the following questions:

Section I: Who are we?
Section II: How do we do business?
Section III. Where are we? Where do we want to be?
Section IV: Where are the gaps? What are the root causes?
Section V: What is our continuous improvement plan?

Goals:
The goals of the DMP are to (1) analyze district and building level data, (2) identify gaps in the data, (3) synthesize findings, and (4) create a continuous improvement plan.

Methods:
Candidates collect data using multiple resources from building level, district level, and state level reporting mechanisms. Candidates then analyze the data, using their knowledge and skills to develop hypotheses about root causes of their findings, and by doing identify areas in need of improvement. This type of analysis promotes understanding of the impact of efforts, processes, and progress in their buildings and district.

2. Alignment with ELCC standards and indicators

The DMP is designed to measure candidates’ understanding of and ability to apply the standard areas as prescribed by Assessment #6 (1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, and 6.1). Candidates are provided with the scoring guide (i.e., rubric) for this assessment (see Attachment B) to guide and inform their work.

3. Data Findings

Note: This assessment and its scoring guide (i.e., rubric) were substantially revised in 2006. Therefore, we only have assessment data for SDL candidates who took EDU 468 in Fall 2007.

Twenty-nine SDL candidates completed the DMP in 2007. Nearly all candidates completed this assessment satisfactorily - scoring a 3 (basic proficiency) or 4 (outstanding performance) on each standard and its related elements. One candidate’s work did not address Standard 3.3.
4. Data Interpretation

The results of Assessment #6 indicate that all of our SDL candidates demonstrated at least “basic proficiency” in the “content knowledge” required by the ELCC Standards 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, and 6.1, and a majority of the candidates demonstrated “outstanding performance.” No student was deemed “Emergent” of “Insufficient” in any content area, although Standard 3.3 could not be observed for one candidate.

Overall, our analysis indicates that our SDL candidates achieved the content knowledge specified by the ELCC Standard for Assessment #6. Nevertheless, the contrast between our candidates performance on Standard 3.1 compared with the other standards suggests that we develop a new assessment (#8) to improve candidates understanding of the content knowledge that underlies this standard (see Section V).
Associated course: Data-Driven Decision Making for School Improvement - EDU 468

Goal: Candidates demonstrate the “content knowledge” represented by the ELCC Standards 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, and 6.1 by analyzing and interpreting school and community data.

Data-Driven Decision Making Portfolio:

Dealing with data in an effective and proactive way is critical for any educational leader. As a district or building leader, candidates are responsible for using data to bring about continuous improvement. To prepare them for this responsibility, candidates draw upon Victoria Bernhardt’s (2006) framework of Data Analysis for Comprehensive School Wide Improvement to demonstrate their knowledge of the following:

1. data collection,
2. data translation,
3. data use for decision making,
4. data to assist in the data driven instructional design, and
5. data analysis leading to continuous school improvement.

Specifically, candidates are required to create a portfolio that contains the following elements:

- **Section I – Demographics -Who are we?**

  Candidates gather data from various resources to provide a detailed description of the demographics of their district (e.g., SES, income levels, business and industry indicators, enrollment, gender, ethnicities, graduation rates, drop-out, attendance and any other data candidates deem important to answer the question).

  After finding and collecting the data, candidates indicate why the data is important for their analysis. (Also included is a short section on “why do we exist?” which looks at both mission and vision statements as data to inform perception data.)

- **Section II - School Processes - How do we do business?**

  Candidates collect data on the various and numerous ways students learn inside and outside the school. These data include numbers of programs, numbers of teachers, numbers of students, and community outreach. Analyzing this data set leads to discovery of how much is spent, in terms of fiscal and human capital, to operate the instructional program. This analysis serves as a means to inform what should be changed in order to meet the continuous improvement plan.
• Section III - Student Achievement - Where are we? Where do we want to be?

Candidates collect “over time data” on student performance data, such as test scores and graduation rates, to determine how well students are performing on summative and formative assessments. This is typically largest section, because it shows where students are and where they need to be in meeting standards. Data derive from state and local levels.

• Section IV-Gap Analysis-What is the root cause analysis?

Using data from the previous sections, candidates conduct a root cause analysis using the “fishbone activity” to present “hunches” pointing to observed gaps. Candidates also conduct a focus group that specifically addresses the questions and issues that surfaced in previous sections.

• Section V- Continuous Improvement Plan-How will we get there from here?

Based upon their data interpretation and analysis, candidates design an effective continuous improvement plan that includes the following:

A. Action Plan: includes parties responsible for the plan, time line of the plan, and evaluation of the plan;
B. Professional Development plan: includes specific professional development opportunities to address the gaps; and
C. Long-range evaluation: includes month by month evaluation of continuous improvement plan.

The portfolio is a compilation of five sections. Candidates work on each section sequentially throughout the course. As part of the culminating section, candidates present their findings, data analysis, and continuous improvement plan to the entire class.
Based on the candidate’s performance on Data Driven Decision Making Project, indicate the extent to which the candidate provided evidence of meeting the specific ELCC standards for School District Leadership (SDL) listed below, using the following rubrics:

**n/o:** Not observable – The activity is not appropriate for providing evidence for this standard.

1. **Insufficient** – i.e., there is sufficient evidence that the candidate did not meet this standard.
2. **Emergent** – i.e., there is only partial evidence that the candidate met this standard; more evidence is needed before determining proficiency with respect to this standard.
3. **Basic proficiency** – i.e., there is sufficient evidence that the candidate has met this standard at a basic level.
4. **Outstanding performance** – i.e., there is evidence that the candidate has met and exceeded the demands of this standard.

### Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

<table>
<thead>
<tr>
<th>Relevant Elements</th>
<th>Indicators of Meeting this Element for School District Leadership</th>
</tr>
</thead>
</table>
| 1.1 Develop a Vision | a. Candidates develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students.  
b. Candidates base development of the vision on relevant knowledge and theories applicable to the school-level leaders applied to a school district context.  
c. Candidates use data-based research strategies to create a vision that takes into account the diversity of learners in a district.  
d. Candidates demonstrate knowledge of ways to use a district’s vision to mobilize additional resources to support the vision. |
| 1.2 Articulate a Vision | a. Candidates demonstrate the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision.  
b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as students assessment results, student and family demographic data, and an analysis of community needs.  
c. Candidates demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities. |
| 1.3 Implement a Vision | a. Candidates demonstrate the ability to plan programs to motivate staff, students, and families to achieve a school district’s vision.  
b. Candidates design research-based processes to effectively implement a district vision throughout an entire school district and |
1.4 Steward a Vision

a. Candidates demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision.
b. Candidates understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district’s vision, mission, and goals.

1.5 Promote Community Involvement in the Vision

a. Candidates demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

<table>
<thead>
<tr>
<th>Relevant Elements</th>
<th>Indicators of Meeting this Element for School District Leadership</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Promote Positive School Culture</td>
<td>a. Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.</td>
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</table>
| 2.2 Provide Effective Instructional Program | a. Candidates demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparative strengths and weaknesses of each method.  
b. Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district’s improvement and accountability systems.  
c. Candidates demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.  
d. Candidates demonstrate the ability to allocate and justify resources to sustain the instructional program. |   |   |   |   |
| 2.3 Apply Best Practice to Student Learning | a. Candidates demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.  
b. Candidates demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning.  
c. Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.  
d. Candidates understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups. |   |   |   |   |
| 2.4 Design Comprehensive Professional | a. Candidates demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, |   |   |   |   |
**Growth Plans**  
- mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.
- Candidates demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.
- Candidates develop personal professional growth plans that reflect commitment to life-long learning and best practices.

**Standard 3.0**: Candidates who complete the program are educated leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

<table>
<thead>
<tr>
<th>Relevant Elements</th>
<th>Indicators of Meeting this Element for School District Leadership</th>
<th>n/o</th>
<th>1</th>
<th>2</th>
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| **3.1 Manage the Organization** | a. Candidates demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.  

b. Candidates demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities.  

c. Candidates demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.  

d. Candidates demonstrate the ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity.  

e. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities. | | | | | | |
| **3.2 Manage Operations** | a. Candidates demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.  

b. Candidates can use 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 district vision.  

c. Candidates develop staff communication plans for integrating district’s schools and divisions.  

d. Candidates develop a plan to promote and support community collaboration among district personnel. | | | | | | |
| **3.3 Manage Resources** | a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.  

b. Candidates creatively seek new resources to facilitate learning.  

c. Candidates apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district.  

d. Candidates apply and assess current technologies for management, business procedures, and scheduling. | | | | | | |
Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

<table>
<thead>
<tr>
<th>Relevant Elements</th>
<th>Indicators of Meeting this Element for School District Leadership</th>
<th>n/o</th>
<th>1</th>
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<tbody>
<tr>
<td><strong>4.1 Collaborate with Families and Other Community Members</strong></td>
<td>a. Candidates demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.</td>
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<td>b. Candidates demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.</td>
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<td>c. Candidates apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.</td>
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<td>d. Candidates demonstrate an ability to develop and implement a plan for nurturing relationship with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.</td>
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<td>e. Candidates demonstrate the ability to involve community members, groups, and other stakeholders in district decision-making, reflecting an understanding of strategies to capitalize on the district’s integral role in the larger community.</td>
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<td>f. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.</td>
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<td>g. Candidates develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.</td>
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<td><strong>4.2 Respond to Community Interests and Needs</strong></td>
<td>a. Candidates facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders.</td>
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<td>b. Candidates demonstrate the ability to promote maximum involvement with, and visibility within the community.</td>
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<td>c. Candidates demonstrate the ability to interact effectively with individuals and groups that reflect conflicting perspectives.</td>
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<td>d. Candidates demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement.</td>
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<td>e. Candidates demonstrate the ability to advocate for students with special and exceptional needs.</td>
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<td><strong>4.3 Mobilize Community Resources</strong></td>
<td>a. Candidates demonstrate an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals.</td>
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<td>b. Candidates demonstrate how to use district resources to the community to solve issues of joint concern.</td>
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<td>c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student</td>
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</tbody>
</table>
Standard 6.0: Candidates who complete this program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

<table>
<thead>
<tr>
<th>Relevant Elements</th>
<th>Indicators of Meeting this Element for School District Leadership</th>
<th>n/o</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Understand the Larger Context</td>
<td>a. Candidates demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations.</td>
<td>n/o</td>
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<td>b. Candidates demonstrate an understanding of the complex cases of poverty and other disadvantages and their effects on families, communities, children, and learning.</td>
<td>n/o</td>
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<td>c. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district.</td>
<td>n/o</td>
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<td>d. Candidates can explain the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district.</td>
<td>n/o</td>
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<td>e. Candidates demonstrate the ability to work with political leaders at the local, state, and national level.</td>
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<td>4</td>
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<td></td>
<td>f. Candidates can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents.</td>
<td>n/o</td>
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<td></td>
<td>g. Candidates espouse positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities.</td>
<td>n/o</td>
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<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
SECTION IV
ASSESSMENT #6: DATA DRIVEN DECISION MAKING PORTFOLIO
ATTACHMENT C: CANDIDATES’ DATA

The following table reports scores for candidates who took this assessment in the calendar year 2007. For each Standard prescribed by this Assessment, the table reports the average score of candidates, the total number of candidates who took the assessment, and the total number of candidates who received a score of 1 (insufficient), 2 (emergent), 3 (basic proficiency), 4 (outstanding performance), and not-observed (n/o).
Standard 1.0 - Vision
District Leader Assessment:

DL1.1  Develop a Vision
DL1.2  Articulate a Vision
DL1.3  Implement a Vision
DL1.4  Steward a Vision
DL1.5  Promote Vision

Standard 2.0 - Instructional Leadership
District Leader Assessment:

DL2.1  Positive culture
DL2.2  Effective Program
DL2.3  Apply Best Practices
DL2.4  Professional growth

Standard 3.0 - Learning Environment
District Leader Assessment:

DL3.1  Manage Organization
DL3.2  Manage Operations
DL3.3  Manage Resources

Standard 4.0 - Community Resources
District Leader Assessment:

DL4.1  Collaborate with Community
DL4.2  Community Interest
DL4.3  Community Resources

Standard 6.0 - Large Context
District Leader Assessment:

DL6.1  Understand Context
1. Description of the assessment and its use in the program

The In Basket Analysis is a significant component of EDU 465 - School Governance and the Rights of Students and Teachers. The assessment was designed to be an authentic exercise for school district leader candidates. The assessment is completed in teams of four candidates. It includes twelve separate issues that might be faced by a public school leader. Candidates are to respond in such a manner as to indicate their mastery of the appropriate standards.

Goals:
The goals of the In Basket Analysis are to (1) measure our effectiveness in producing graduates with the knowledge, skills, and dispositions to serve effectively as a school district leader in accordance with the ELCC Standards, (2) measure competence in multiple ELCC Standard areas through appropriate analysis of legal issues as illustrated in the simulation and the development of responses and strategies that are aligned with the standards, and (3) to signal ways in which we can improve our program to best serve our graduates and their employers.

Methods:
Candidates provide responses to the issues raised in each of the twelve in basket scenarios. Candidates will respond in a professional and appropriate manner, remembering that in each case they are responding to a school stakeholder who must be treated fairly and with dignity. Responses must completely respond to the issues raised in the scenario. For each scenario, candidates will note the specific standards that relate to that situation. Over the twelve scenarios candidates should take care to demonstrate competence in each of the scenarios noted.

2. Alignment with ELCC standards and indicators

The In Basket Analysis is designed to measure the candidate's understanding of ELCC Standards 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, and 6.3 as prescribed by Assessment #7. Candidates are provided with written guidelines for the assignment (see Attachment A) and a scoring guide (Attachment B) to guide and inform their work.

3. Data Findings

Note: This assessment and its scoring guide (i.e., rubrics) were substantially revised in 2006. Therefore, we only have assessment data for those candidates who took EDU 465 in Spring 2007.

Twenty-one candidates completed the In Basket Analysis in 2007. All candidates completed this assessment satisfactorily - scoring a 3 (basic proficiency) or 4 (outstanding performance) on each standard and its related elements.
4. **Data Interpretation**

The above data indicate that almost all of our candidates demonstrated “basic proficiency” or “outstanding performance” with regard to the “professional knowledge, skills, and dispositions” required by Assessment #7 (3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, and 6.3), and all of them demonstrated outstanding performance in Standards 4.1, 4.2, and 5.0.

Though we are pleased with this result, we recognize that the data represent a single cohort of candidates and we will continue to monitor closely the data derived from Assessment #7 so that this success continues.
SECTION IV
ASSESSMENT #7: IN-BASKET ANALYSIS
ATTACHMENT A: DESCRIPTION OF THE ASSIGNMENT

Associated Course: School Governance and the Rights of Teachers – EDU 465

Goal: Candidates demonstrate the “professional knowledge, skills, and dispositions” represented by ELCC Standards 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2, and 6.3 by analyzing and responding to twelve “in-basket” items.

In-Basket Items: Candidates prepare a (1) response and (2) addendum to each of the twelve items below.

<table>
<thead>
<tr>
<th>Item</th>
<th>Item Name</th>
<th>Possible Standards Implicated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Victoria Principle</td>
<td>3.1, 3.3, 4.1, 5.0, 6.1</td>
</tr>
<tr>
<td>2</td>
<td>First Evangelical Church</td>
<td>3.1, 3.3, 4.1, 5.), 6.1, 6.2, 6.3,</td>
</tr>
<tr>
<td>3</td>
<td>Ozman Park High School</td>
<td>3.1, 3.2, 4.1, 4.2, 4.3, 5.0, 6.1, 6.2</td>
</tr>
<tr>
<td>4</td>
<td>Sexual Harassment</td>
<td>3.1, 3.2, 5.0, 6.1</td>
</tr>
<tr>
<td>5</td>
<td>The Daily Probe</td>
<td>3.1, 2.0, 4.1, 4.2, 5.0, 6.1, 6.2, 6.3</td>
</tr>
<tr>
<td>6</td>
<td>Disciplinary Referral</td>
<td>3.1, 3.2, 3.3, 4.1, 5.0, 6.1, 6.2</td>
</tr>
<tr>
<td>7</td>
<td>Orchardcrest Neighborhood Association</td>
<td>3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.0, 6.1, 6.2, 6.3</td>
</tr>
<tr>
<td>8</td>
<td>Becky Finewood</td>
<td>3.1, 3.2, 4.1, 5.0</td>
</tr>
<tr>
<td>9</td>
<td>Agatha Griswold</td>
<td>3.1, 3.2, 3.3, 4.1, 4.2, 5.0, 6.1, 6.2, 6.3</td>
</tr>
<tr>
<td>10</td>
<td>Arthur Allen</td>
<td>3.1, 3.2, 3.3, 4.1, 4.2, 6.3</td>
</tr>
<tr>
<td>11</td>
<td>Director of Athletics</td>
<td>3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.0, 6.1</td>
</tr>
<tr>
<td>12</td>
<td>Tenure Appointment</td>
<td>3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.0</td>
</tr>
</tbody>
</table>

Response: Candidates provide a specific and authentic response to the issues raised in each of the twelve in basket items (e.g., letter and memo). Candidates will respond in a professional and appropriate manner, remembering that in each case, they are responding to a school stakeholder who must be treated fairly and with dignity. Responses must completely address the issues raised in the scenario. No response is to exceed two typed pages.

Addendum: On a separate page, for each scenario, candidates will note the specific standards that relate to the item and how they demonstrate their understanding of the standard(s) in their response. For example, candidates might justify their response from a legal standpoint, citing the law or regulation that supports their response.
Enclosed please find an assignment my Kindergartner brought home last night. As you can see, the assignment calls for us to work with her and do the following:

“List all the things your family does to get ready for Christmas. Then make a drawing that shows how you celebrate Christmas in your home.”

This is not an isolated incident. She has been asked to bring in a decoration for the class Christmas tree, reminded of the class Christmas party and help make Christmas decorations for the hallway.

We do not celebrate Christmas in our house. I happen to be Jewish. My husband is a non-Christian African American. Though we celebrate holidays at this time of the year, Christmas is not one of them.

I have taken the liberty of accessing your policy on religious holidays. I would suggest you are in clear violation of your own policy. Additionally, you are creating a hostile environment for my daughter based on her religion. In my opinion, this is a violation of her civil rights.

I do not wish to pursue action against the school district. I await your response as to how you intend to bring your school’s practices into compliance with your policies. Finally, I assume that this letter will be held in strictest confidence. We are one of the only non-Christian families in this entire school and do not wish to incur the wrath of the religious right as we attempt to make school more tolerable for our children. Forgive me, but I am a bit tired of apologizing to my child for our religious background.

Sincerely,
March 1, 2007

Dear Principal,

Attached please find our completed building use request and all necessary insurance forms for use of your high school auditorium on Palm Sunday and Easter. As you know, our congregation is growing in leaps and bound and our current church building is simply too small. We expect at least 1000 people on Palm Sunday and Easter.

We will be happy to pay whatever fees may be required. We are in the early stages of a capital campaign, so this should only be necessary for another year or two.

Sincerely,

Re: Drug Dogs

I have made all the arrangements with police agencies for our sweep on March 15. We will have 7 different police agencies working at the same time, each with a dog or two. We will start with a “practice evacuation” at exactly 10 am. While the students are outside, the police will arrive, full sirens etc. Because the students are not forewarned, all of backpacks etc, will still be inside. We will then be able to check lockers, backpacks etc. without sniffing individual kids.

We will also scan the parking lots. As you know, all students have signed a waiver allowing us to search their cars in return for a parking permit.

The goal here is to put a real scare in the kids who are moving the stuff and hopefully to catch a kid or two. I realize I have not kept you abreast on this issue and await your approval.
Please consider this a formal sexual harassment complaint against Art Houseat, the custodian who cleans my room. Over the last few months Art has lingered in my room while I was there working. He would make small talk…nothing alarming. I would always chat back with him not wanting to appear to be rude.

Last week he made certain inquiries about my personal life…i.e. “hard to believe you’re not married yet….I bet you have a regular boy friend…” etc. Again, I humored him, not wanting to appear to be rude.

Over the last few days his behavior had alarmed me. Instead of just lingering, he actually sat across from my desk for nearly 10 minutes. Finally I told him that I really had a lot of work to do and he left. Last night it changed from a student desk to the edge of my desk. I have always called him Art, but I looked at him, very politely and said, “Mr. Houseat, I am sorry, but I really have to get this work done.”

Today the straw has been broken. He came in to my classroom after school and asked me for a date. I politely but firmly told him no, that I was not interested in dating the school janitor. He reacted poorly. “So, it’s just because I am the custodian…I bet if I were Ted Chaplick you’d go out with me.” I reminded him that I was a teacher and that I was here to teach and not to find dates with custodians. When he left he mumbled something about the way I was dressed. I believe that my choice of dress was appropriate for the weather and should not be a subject of Mr. Houseat’s remarks.

Bob told me Amy put in a complaint against me. I don’t know what to say. All year long she’s been flirting with me. I thought she was interested. Last week I told her how nice she looked. Today she wore the same dress. I thought this was a good sign, so I asked her out…no big thing. She goes nuts on me…”What! You want me to go out with you, the custodian! You got to be kidding.” I knew she had a little fling with Ted last year and so I said something and left, feeling very insulted. She has no right to treat me like that. I never said anything dirty or anything.
Item # 5

January 29, 2007

To: Principal

It has come to my attention that you have received a letter from a parent complaining about the religious based lessons contained in one of your classrooms prior to Christmas. This letter was apparently behind your Christmas Crackdown. I have not yet been able to find our which parent and which teacher. As you know I want to interview both for my follow-up story to my December piece, The Principal Who Stole Christmas. Attached please find a fully executed FOIL form for that document.

Item # 6

Grade: 10

DESCRIPTION OF INCIDENT: John was found with a .22 cal. Pistol in his car at the dance Saturday night. The parking lot attendant noticed the gun when he popped his head into the car to investigate what he thought was a can of beer. The can was soda. The gun was on the console. John claimed the gun, which was not loaded, was left in the car by his father who used the car earlier. The father, who picked John up, verified that it was his car and his gun. He did not, however, know why it was on the console. He had left it locked in the glove box. His father is a security guard. There was no ammunition in the car. Other students in the car included Amos Thompson, Jayne Felix and Cindy Laskowski. The gun has been locked in the safe pending your notification.

Item # 7

Orchardcrest Neighborhood Association.

“All neighbors are our neighbors”

February 4, 2007

Re: Racist Issues with the Middle School

I write to you a President of the Orchardcrest Neighborhood Association. Virtually all of
our children attend Eisenhower Middle School, a school that has seen its share of violence and failure. At our Association meeting last week, there was significant discussion regarding the racial makeup of the faculty. With over 80% of EMS students either African-American or Latino, less than 20% of the teachers are people of color. Where are the role models for our children in that situation?

We are also concerned about certain things that have been reported to us. Why does Mr. Matson have a poster in his classroom of Michael Richards playing Kramer? He has numerous other posters as well, but Richards has to go.

I would like your response to these two issues prior to our next meeting, which is in three weeks.

---

**Item # 8**

January 18, 2007

Dear Principal,

It took me a long time to write this letter, but here goes. My 12 year old son is in the 6th grade in your school. His teacher is Mr. Shontson. Now, my son is not one to make up stories, but I still had difficulty believing what he told me.

According to my son, Mr. Shontson often falls asleep during class. This is not an occasional issue. He says that he does it every day. One day last week, the entire class went to lunch and Mr. Shontson never woke up.

Now, I am a taxpayer and a parent. Mr. Shontson is a lovely person and my son thinks he is a great teacher but…how good can he be if he is asleep?

I would appreciate it if you would get back to me on this issue.

Sincerely,

---

**Item # 9**

March 30, 2007

Dear Principal,

Yesterday my son brought home a book he is required to read for class. The name of the book was *The Outsiders*. I was very surprised when I read it. It was filled with material that I thought was inappropriate for an 8th grader.
I hereby demand that this book be removed from the curriculum. An appropriate replacement might be found in any decent library.
I eagerly await your reply.

Sincerely,

Item # 10

Re: Tammy’s Teacher

As you know, we had a miserable time this year with Mrs. Adams, Tammy’s original second grade teacher. Only after an enormous amount of pressure on the part of Mrs. Allen were we assigned Mrs. Jefferson, who was much closer to our expectations. We have conducted our own preliminary investigations and are now down to two candidates for Tammy’s third grade teacher, Mr. Monroe and Mrs. Madison. We have not yet eliminated Miss Washington either. We would, therefore like to schedule times for when we can come in and observe each of these teachers and then meet with them individually to ascertain their appropriateness for Tammy.

Item # 11

Re: Oh, that sinking feeling

The topic of this memo reflects just how I am feeling right now. On Saturday I accepted an invitation from Judy as AD to attend an off campus meeting of the Training Rule Committee. This is the parent-coach committee that was formed to review our training rules as a function of the huge drinking incident we went through last year. According to Judy, the meetings rotated from her conference room to a different parent home. That way there was more buy in.

Well, this was supposed to be the last meeting of the group, and that is why they wanted me there as High School Principal. I was happy to go.
The meeting was at Ted V’s new place in the country. Very nice and very impressive, except I am sure it is about ¼ mile OUTSIDE our district. Ted’s kid Jerry is a junior and the star guard and leading scorer on our undefeated team, and of course the regular season just ended and the kids are now favorites in the sectionals. Ted moved into the place in early October. He has two other kids, one a freshman and one already graduated.

So…is Jerry a legit player on our undefeated team? If he is not, what happens to our undefeated status? Last but not least, the same parent group is giving each of our coaches a sports jacket worth at least $100 that they can wear on the court while they are coaching…or when they are on their own time…is this OK. I remain…feeling a bit sunk.

Item # 12

To: Principal

Re: Tenure Appointments

I have received a list of proposed candidates for tenure from the Personnel Office. As this is my first year on the Board, I am not sure what the procedure has been in the past.

I intend to observe each teacher. To be fair, I thought I would schedule a pre observation conference. Please provide me with a teacher schedule, so that I may plan the conferences. Also, please let me know which secretary I can use for official correspondence.
SECTION IV
ASSESSMENT #7: IN BASKET ANALYSIS
ATTACHMENT B: SCORING GUIDE

Candidate’s name: __________  Evaluator’s name: _____________________

Semester: __________________

Based on the candidate’s performance on In Basket Analysis, indicate the extent to which the candidate provided evidence of meeting the specific ELCC standards for School District Leadership (SDL) listed below, using the following rubrics:

n/o: Not observable – The activity is not appropriate for providing evidence for this standard.

1. Insufficient – i.e., there is sufficient evidence that the candidate did not meet this standard.

2. Emergent – i.e., there is only partial evidence that the candidate met this standard; more evidence is needed before determining proficiency with respect to this standard.

3. Basic proficiency – i.e., there is sufficient evidence that the candidate has met this standard at a basic level.

4. Outstanding performance – i.e., there is evidence that the candidate has met and exceeded the demands of this standard.

Standard 3.0: Candidates who complete the program are educated leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

<table>
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<tr>
<th>Relevant Elements</th>
<th>Indicators of Meeting this Element for School District Leadership</th>
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<td>3.1 Manage the Organization</td>
<td>a. Candidates demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.</td>
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<td>b. Candidates demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities.</td>
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<td>c. Candidates demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.</td>
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<td>d. Candidates demonstrate the ability to organize a district based on indicators of equity, effectiveness,</td>
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and efficiency and can apply legal principles that promote educational equity.
e. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.

| 3.2 Manage Operations | a. Candidates demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.  
b. Candidates can use 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 district vision.  
c. Candidates develop staff communication plans for integrating district’s schools and divisions.  
d. Candidates develop a plan to promote and support community collaboration among district personnel. |

| 3.3 Manage Resources | 1. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.  
2. Candidates creatively seek new resources to facilitate learning.  
3. Candidates apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district.  
4. Candidates apply and assess current technologies for management, business procedures, and scheduling. |

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

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| 4.1 Collaborate with Families and Other Community | a. Candidates demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.  
b. Candidates demonstrate an ability to use public information and research-based knowledge of issues | n/o | 1 | 2 | 3 | 4 |
| Members | and trends to collaborate with community members and community organizations to have a positive affect on student learning.  

c. Candidates apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.  
d. Candidates demonstrate an ability to develop and implement a plan for nurturing relationship with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.  
e. Candidates demonstrate the ability to involve community members, groups, and other stakeholders in district decision-making, reflecting an understanding of strategies to capitalize on the district’s integral role in the larger community.  
f. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.  
g. Candidates develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. |
|---|---|
| 4.2 Respond to Community Interests and Needs | a. Candidates facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders.  
b. Candidates demonstrate the ability to promote maximum involvement with, and visibility within the community.  
c. Candidates demonstrate the ability to interact effectively with individuals and groups that reflect conflicting perspectives.  
d. Candidates demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement.  
e. Candidates demonstrate the ability to advocate for students with special and exceptional needs. |
### 4.3 Mobilize Community Resources

| a. | Candidates demonstrate an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals. |
| b. | Candidates demonstrate how to use district resources to the community to solve issues of joint concern. |
| c. | Candidates demonstrate 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. |

**Standard 5.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

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<tr>
<td>5.1 Acts with Integrity</td>
<td>a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions</td>
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<td>5.2 Acts Fairly</td>
<td>b. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.</td>
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<td>5.3 Acts Ethically</td>
<td>c. Candidates make and explain decisions based upon ethical and legal principles.</td>
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**Standard 6.0:** Candidates who complete this program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

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<td>6.1 Understand the Larger Context</td>
<td>a. Candidates demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations.</td>
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<td>b. Candidates demonstrate an understanding of the complex cases of poverty and other disadvantages and their effects on families, communities, children, and learning.</td>
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<td>c. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district.</td>
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<td>d. Candidates can explain the system for financing public</td>
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<td><strong>6.2 Respond to the Large Context</strong></td>
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<td>a. Candidates demonstrate the ability to engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws.</td>
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<td>b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students.</td>
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<td>c. Candidates demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.</td>
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| **6.3 Influence the Larger Context** |  
|-----------------------------------|---|
| a. Candidates demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests. |  
| b. Candidates demonstrate the ability to 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. |  

schools and its effects on the equitable distribution of educational opportunities within a district.

e. Candidates demonstrate the ability to work with political leaders at the local, state, and national level.

f. Candidates can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents.

g. Candidates espouse positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities.
The following table reports scores for candidates who took this assessment in the calendar year 2007. For each Standard prescribed by this Assessment, the table reports the average score of candidates, the total number of candidates who took the assessment, and the total number of candidates who received a score of 1 (insufficient), 2 (emergent), 3 (basic proficiency), 4 (outstanding performance), and not-observed (n/o).
Standard 3.0 - Learning Environment
District Leader Assessment:

- DL3.1 Manage Organization
- DL3.2 Manage Operations
- DL3.3 Manage Resources

Standard 4.0 - Community Resources
District Leader Assessment:

- DL4.1 Collaborate with Community
- DL4.2 Community Interest
- DL4.3 Community Resources

Standard 5.0 - Integrity
District Leader Assessment:

- DL5.1 Integrity
- DL5.2 Fairness
- DL5.3 Ethics

Standard 6.0 - Large Context
District Leader Assessment:

- DL6.1 Understand Context
- DL6.2 Respond Context
- DL6.3 Influence Context