

ELCC Assessment #6

Leveraging Community Systems and Resources

Building-level education leaders must be able to understand and analyze the larger social, historical, economic and political structures within the school community and understand how these areas influence the success of every student. An understanding these systems and resources prepare the leader to advocate for the school, students, families, and caregivers. The purpose of this project is to push you outside the walls of your school into the school's external community.

Part 1 - This assignment requires you to do research, analyze and provide a thorough description of the social, historical, economic and political structural influences of your school community. (ELCC 6.2) Secondly, identify three (3) opportunities and (3) barriers to school improvement based on this external analysis including how poverty and other disadvantages are impacted by these external forces/influences. Select one (from the 6 above) that could impact your school improvement plan the most. (ELCC 6.1) Provide a rationale for the one you selected based on your analysis of external analysis.

Part II - Identify the diverse community resources, (cultural, social, and intellectual) available to the school and how those resources are or are not used by your school. (ELCC 4.2) Describe 3 areas of improvement for your school that would benefit the most from strengthening partnerships efforts based on diverse community resources. (ELCC 4.3) Provide strategies for how you would advocate for these areas with your school leadership team. (ELCC 6.1)

Assessment 6: Leveraging Community Systems and Resources Rubric

Indicator	(4)	(3)	(2)	(1)
Appropriate assessment strategies and research methods are used to describe external forces that impact school, students, families, and caregivers. (6.2)	Candidate described the assessment strategies and research methods used along with references. Evidence included three data sources and at least one other. Evidence included a reflection and analyses of the impact of the external forces on schooling, students, families and caregivers.	Candidate described the assessment strategies and research methods used for the analysis. Evidence included three data sources. Evidence included a reflection and analyses of the impact of the external forces on schooling, students, families and caregivers.	Candidate used appropriate assessment strategies and research methods. Evidence includes three data sources. An analyses of the impact of the external forces on schooling, students, families and caregivers was provided.	Description of assessment strategies that were used provided and data sources were not described.

Indicator	(4)	(3)	(2)	(1)
Candidate has knowledge of the complex causes of how poverty and other disadvantages effects families, caregivers, communities, students and learning within the context of external forces/influences. (6.1)	Evidence provided a discussion of how the complex cause of poverty and other disadvantages effects families, caregivers, communities, and student learning within the context of external forces/influences. Evidence included how these disadvantages impacts other aspects of the school environment.	Evidence provided a discussion of how the complex cause of poverty and other disadvantages effects families, caregivers, communities, and student learning within the context of external forces/influence.	Poverty and other disadvantages were addressed within the context of external forces and influences.	Candidate did not synthesize the information into a full description.

Indicator	(4)	(3)	(2)	(1)
Candidate understands the opportunities and barriers presented by social, historical, and political structures are considered and addressed along with issues of poverty and other disadvantages. (6.1)	Evidence provided a description of more than 3 opportunities and more than 3 barriers with rationale for each based on the analysis of the external forces and the complexities of poverty and other disadvantages. Evidence included how opportunities and barriers impact other aspects of the school environment.	Evidence provided a description of 3 opportunities and 3 barriers with rationale for each, based on the analysis of the external forces and the complexities of poverty and other disadvantages.	Evidence provided description of 3 opportunities and 3 barriers.	Evidence indicated an awareness of the impact of external forces and stated a need exist in the school.

Indicator	(4)	(3)	(2)	(1)
Candidate knows the diverse community resources available to the school. 4.2	Evidence describes resources available to the school from the cultural, social, intellectual and elements of the community that are or are not used and why, considering the social and historical context. Description of how the resources can help with school improvement and building partnerships. Evidence describes how this information impacts other aspects of the school environment.	Descriptions of the resources available to the school from the cultural, social, intellectual and political elements of the community that are or are not used. Description of how these resources can help the school is provided.	Descriptions of the resources available to the school from the cultural, social, intellectual and political elements of the community that are or are not used.	Resources are listed without a connection to description of how they can be utilized by the school.

Indicator	(4)	(3)	(2)	(1)
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<p>Candidate understands how to use the cultural, social, and intellectual resources within the school community to improve school programs and build partnerships. 4.3</p>	<p>Evidence describes more than 3 areas of school improvement that would be strengthened by partnerships with cultural, social and intellectual resources. Evidence included strategies for advocating for areas of improvement utilizes cultural, social, and intellectual resources.</p>	<p>Evidence describes 3 areas of school improvement that would be strengthened by partnerships with cultural, social and intellectual resources. Evidence included strategies for advocating for areas of improvement utilizes cultural, social, and intellectual resources.</p>	<p>Evidence describes 3 areas of school improvement that would be strengthened by partnerships with cultural, social and intellectual resources.</p>	<p>Candidate's evidence demonstrated awareness of resources by listing the resources.</p>
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