

Key/SPA Assessment 5 in A627 and J500: Supporting Student Learning Project

SPA 5: Assessment that demonstrates candidates' school leadership skills that support P-12 student learning within a school. NELP standards that could be addressed in this assessment include but are not limited to: Standard 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, and 7.0. **Examples of assessments include a school leadership intervention project, an action research project to improve a school problem related to P-12 student learning, and/or project to develop a school P-12 student learning model.**

a. A brief description of the assessment and its use in the program (one sentence may be sufficient):

This project is used to measure candidates' capacity to identify, analyze, and apply relevant data to identify learning and achievement gaps, develop a plan to address the gaps, and improve learning for all students.

Candidates demonstrate through this project their ability to integrate the knowledge and skills reflected in NELP Standards 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, and 7.0. Candidates must score a 3 (target) or 4 (proficient) on each cell or revise the project to meet the standard at a "3".

The project has two parts. **Part I (School Profile) is completed in the assessment course (A627). Part II of this assignment is completed in (J500) and is based on the analysis of school data in Part I. Students will create a school improvement goal to be implemented based on their analysis in Part I. In addition, the professional development required in the Part II assignment will be used in an assignment required in A638.**

In part 1, the candidates learn about and collect various types of data available at their schools, learn to analyze the data and triangulate it, **and use it to identify student learning concerns.**

The rest of part one and the second part **require the development and implementation of a plan to impact student learning.**

b. A description of how this assessment specifically aligns with the standards.

Part 1 of the Project aligns to the following NELP Standards 1.1, 1.2, 2.3, 3.1, 3.2, 4.2, 4.4, 5.1, 5.2, 6.2,

Part 2 aligns to the following NELP Standards: 1.1, 3.3, 4.4, 6.1, 7.1, 7.2, 7.3, and 7.4.

c. **Directions given to Candidates:** This project has two parts. The directions for each part are followed by its rubric.

The project description for Part 1: (A627)

On June 29, you have been hired as the principal at the school where you have been teaching. At your orientation meeting on July 3, the Superintendent shares his/her expectations for you for the coming year. One expectation is that you collaboratively lead the school to improve student learning. You have the knowledge and the skills required to do this. Upon the successful completion of both parts of this project you will have demonstrated that you can apply the knowledge, technical skills and dispositions needed to serve effectively as an instructional leader who is capable of leading your school to improve learning for all students.

In Part one you will apply your knowledge and skills to do the following. The scoring rubric provides details to guide your work.

- Identify and analyze relevant data sources by assessing the school’s academic and non-academic instructional practices. Evaluate resources, technologies, and services that support student learning, including but not limited to the school improvement plan to identify learning and achievement gaps. You must consider all external and internal sources of data, processes, and procedures that impact student achievement including issues of equity and social justice. (NELP 1.2,4.2, 4.4, 3.1,3,2)
- Organize, analyze, and summarize the findings. Use the findings to prepare a school profile that reflects multiple sources of internal and external data linked to student learning. The profile must address the following:
 - The school profile must present your findings from the data related to teaching and learning, optimizing learning for all.
 - The profile must describe processes and practices to maintain confidentiality.
 - The profile must address the relevance of the findings to curriculum and instruction and all learners’ needs.
 - The profile must be designed with the school’s various leadership groups as the audience.
 - The profile must promote equity and social justice.
- Develop three specific recommendations (these are strategies that could be developed into a plan of action) based upon your findings as described in the profile. Each recommendation must be research-based and linked to specific findings that are articulated in the profile. At least one recommendation must capitalize on the diversity of the school community. Prioritize the recommendations with rationale to support the prioritization of the recommendations. (A recommendation is not just “to improve reading so that 80% of the students are meeting standards on the state assessment). A recommendation would include a research-based strategy based upon the specific data. We’ll brainstorm some examples in class.
- The profile and the recommendations must be presented to a school’s leadership group. (You will present this to a group of peers but assume they are the school leadership.) At the end of the presentation get feedback from the participants through a survey instrument that you have developed.
- Upon completion of the presentation and receiving feedback, prepare a reflection that specifically addresses each of the following:
 - How the school profile aligns with **your** vision and promotes learning for all students.
 - What did you learn from the feedback provided by the participants?
 - What will you modify for the revision of this project? Explain why you will revise or not need to revise.

The scoring guide for Part 1:

Indicator and NELP Standards	Exceeds Standard	Meets Standard	Approaching Standard	Did not Meet Standard	Comments
Identify, analyze, and apply relevant data to identify learning and achievement	Candidate demonstrates ability to research and apply	Candidate demonstrates ability to research and apply	Candidate demonstrates ability to research and apply	Candidate did not demonstrate ability to	

gaps as indicators of equity, effectiveness, and efficiency. (31.2.2;4.4)	appropriate data with attention to indicators of equity, effectiveness, and efficiency	appropriate data with attention to TWO indicators of equity, effectiveness, and efficiency	appropriate data with attention to ONE indicator of equity, effectiveness, and efficiency	research and apply appropriate data with attention any of the indicators of equity, effectiveness, and efficiency	
Assesses the school's improvement plan, school processes and practices that impact learning and achievement to determine if the school accommodates the needs of all learners. (3.3)	Candidate assesses the school improvement plan and at least one other process or practices that impact learning and achievement to determine if the school accommodates the needs of all learners.	Candidate assesses the school improvement plan but no other processes or practices that impact learning and achievement to determine if the school accommodates the needs of all learners.	Candidate assesses parts of the school improvement plan and no other processes or practices that impact learning and achievement to determine if the school accommodates the needs of all learners.	Candidate fails to assess the school's improvement plan, or any processes and practices that impact learning and achievement to determine if the school accommodates the needs of all learners.	
School profile: Organize and summarize the findings to prepare a school profile. (1.1)	Candidate organizes the data and presents the summary using charts, tables, or another form of graphic representation and a narrative with no acronyms	Candidate organizes the data and presents the summary using charts, tables, or another form of graphic representation and a narrative but uses acronyms	Candidate organizes the data and presents the summary using charts, tables, or another form of graphic representation without a narrative;	Candidate organizes the data and presents the summary using narrative only acronyms may or may not be present	

			acronyms may or may not be present		
School profile: Analyze and presents the findings from the data that have been triangulated (1.2)	Candidate demonstrates ability to analyze data cells that support at least three examples of triangulation.	Candidate demonstrates ability to analyze data cells that support two examples of triangulation.	Candidate demonstrates ability to analyze data cells that support one example of triangulation.	Candidate demonstrates ability to analyze data but does not triangulate any data	
Models ethical behaviors including maintaining confidentiality (2.1, 2.3)	Candidate clearly demonstrates respect for rights of others and fully describes processes and practices regarding to confidentiality.	Candidate demonstrates respect for rights of others with some descriptions of processes and practices regarding to confidentiality	Candidate somewhat demonstrates respect for rights of others with some description of processes but not the practices relating to confidentiality	Candidate does not demonstrate respect for rights of others with regard to confidentiality and dignity	
Articulates the relevance of the findings to curriculum and instruction to fully accommodate all learners' needs (4.4)	Candidate demonstrates ability to develop a profile and relate it to the design, implementation, and evaluation of a curriculum that fully accommodates all learners' needs	Candidate demonstrates ability to develop a profile and relate it to the design, implementation, and evaluation of a curriculum that accommodates some but not all learners' needs	Candidate demonstrates the ability to develop a profile regarding the design, implementation, and evaluation of a curriculum that does not accommodate learners' needs	Candidate develops a profile but it does not address the design, implementation and evaluation of curriculum	

<p>Designed with the school’s leadership as the audience. in order to promote social justice (3.3; 5.1)</p>	<p>Candidate demonstrates the ability to design a profile that includes all levels of the school’s leadership— principal, council or leadership team, teacher leaders, family leaders.</p>	<p>Candidate demonstrates the ability to design a profile that includes the principal and two other members of the school’s leadership— council or leadership team, teacher leaders, family leaders.</p>	<p>Candidate demonstrates the ability to design a profile that includes the principal and one other member of the school’s leadership— council or leadership team, teacher leaders, family leaders.</p>	<p>Candidate demonstrates the ability to design a profile that includes only the principal.</p>	
<p>Designed with the school’s leadership as the audience and promotes social justice (3.3)</p>	<p>Candidate demonstrates the need for school to address diverse student needs throughout the profile in order to promote social justice</p>	<p>Candidate demonstrates the ability to promote social just in 50% of the profile.</p>	<p>Candidate demonstrates the ability to promote social just in 1 to 49% of the profile.</p>	<p>Candidate does not promote social justice</p>	
<p>Recommendations: Three specific recommendations (strategies) based upon the findings from the profile. (1.2)</p>	<p>The candidate uses three or more data sources to identify each of the three strategies.</p>	<p>The candidate uses two data sources on two strategies and three data sources to identify one of the strategies.</p>	<p>The candidate uses two data sources to identify each of the three strategies.</p>	<p>The candidate uses fewer than two data sources to identify any or all of the three strategies.</p>	
<p>A variety of data sources should be used to identify each of the specific recommendations</p>	<p>Candidate uses at least one data source besides student achievement data</p>	<p>Candidate uses at least one data source besides student achievement data</p>	<p>Candidate uses at least one data source besides student achievement data</p>	<p>Candidate uses only student achievement data for each of the three</p>	

(strategies). (1.2)	for each of the three strategies.	for two of the three strategies.	for one of the three strategies.	strategies.	
At least one recommendation must identify and use diverse community resources to address the problem and to impact student achievement through improving school programs. (3.2; 4.2; 5.2)	Candidate links community resources, youth services and community partnerships to address the problem and impact student achievement through improving school programs in two of the recommendations.	Candidate links community resources, youth services and community partnerships to address the problem and impact student achievement through improving school programs in one of the recommendations.	Candidate links 2 of the 3 resources (community resources, youth services and/or community partnership) to address the problem and impact student achievement through improving school programs in one or two of the recommendations.	Candidate link 1 or none of the 3 resources (community resources, or youth services or community partnerships) to address the problem and impact student achievement through improving school programs one, two or three of the recommendations.	
The recommendations prioritized with rationale to support the prioritization by citing internal data, external data, and an analysis of organizational effectiveness, (1.2; 6.1)	Candidate provides rationale for each of the three recommendations that demonstrate the ability to use internal and external data and an analysis of organizational effectiveness.	Candidate provides rationale for two of the three recommendations that demonstrate the ability to use internal and external data and an analysis of organizational effectiveness.	Candidate provides rationale for one of the three recommendations that demonstrate the ability to use internal and external data and an analysis of organizational effectiveness.	Candidate provides rationale for recommendations that demonstrate the ability to use only internal or external data or organizational effectiveness.	

Presentation					
A survey is developed to use with the audience in order to gain feedback on how well it communicated information about the school to the community (colleagues). (1.2; 4.4)	Survey is designed and utilized to elicit feedback on the clarity of the presentation for members of the school community serving as the audience.		Survey is designed but not utilized to elicit feedback on the clarity of the presentation for members of the school community serving as the audience.	The Survey is not designed or does not allow for feedback to be obtained concerning the clarity of the presentation for members of the school community	
The survey is designed as an evaluation system that will elicit feedback that will be used to make revisions to the use of data, development of the profile, and the identification of recommendations. (4.4)	The survey is designed as an evaluation system that will elicit specific feedback that will be used to make revisions to the use of data, development of the profile, and the identification of recommendations.	The survey is designed as an evaluation system that will elicit feedback that will be used to make revisions to the use of data, development of the profile, and the identification of recommendations.	The survey is designed as an evaluation system that will elicit feedback that will be used to make revisions to the use of data, development of the profile, and the identification of recommendations but is not utilized.	The survey is not designed as an evaluation system that will elicit feedback that will be used to make revisions to the use of data, development of the profile, and the identification of recommendations	
The presentation reflects communication skills to advocate for equity and diversity.	The candidate uses all three parts of the presentation to communicate as an advocate for equity	The candidate uses two parts of the presentation to communicate as an advocate for	The candidate uses one part of the presentation to communicate as an advocate for	The candidate uses effective communication skills or does not advocate	

(3.1,3.2)	and diversity	equity and diversity	equity and diversity	for equity and diversity.	
The presentation provides evidence of the ability to formulate sound school strategies to educational dilemmas. (4.4)	The candidate formulates at least three sound school strategies, and each is based upon an educational dilemma supported by data.	The candidate formulates two sound school strategies, and each is based upon an educational dilemma supported by data.	The candidate formulates one sound school strategy and is based upon an educational dilemma supported by data.	The candidate formulates no sound school strategies or any that are not supported by data.	
The presentation would promote trust, equity, fairness, and respect among stakeholders. (5.2)	The candidate's presentation, as determined from the survey, promotes trust, equity, fairness, and respect among stakeholders.			The candidate's presentation, as determined from the survey, would not promote trust, equity, fairness, and respect among stakeholders.	
The presentation advocates for school programs that promote equitable learning opportunities for all students (4.4)	The presentation advocates for school programs that promote equitable learning opportunities for all students in three recommendations.	The presentation advocates for school programs that promote equitable learning opportunities for all students in two recommendations.	The presentation advocates for school programs that promote equitable learning opportunities for all students in two recommendations.	The presentation does not advocate for school programs that promote equitable learning opportunities for all students or does not include this	

				advocacy as part of the recommendations.	
Reflection					
How the school profile aligns with your vision and promotes learning for all students. (1.1; 6.1)	Articulates how their vision of learning is aligned with the school profile and promotes learning for all students.	Articulates how their vision of learning is aligned with the school profile.	Articulates how the profile promotes that all students learn but shows no alignment with their vision	Reflection missing	
What did you learn from the feedback provided by the participants in terms of the use of data, the profile, and recommendations? (1.2)	Reflection addresses all three; data, the profile, and recommendations; candidate interprets data to address specific feedback for each.	Reflection addresses two of three; data, the profile, recommendations; candidate interprets data to address specific feedback for two.	Reflection addresses one of three; data, the profile, and recommendations; candidate interprets data to address specific feedback for one.	Reflection is missing	
What will you modify (or not modify) for the revision of this for the A695 project? Explain. (1.2)	Reflection addresses all three: data, the profile, and recommendations; candidate explains why or why not modifications will be made for each.	Reflection addresses two of three: data, the profile, recommendations; Candidate explains why or why not modifications will be made for each.	Reflection addresses one of three: data, the profile, and recommendations; candidate explains why or why not modifications will be made for one.	Reflection is missing	

2e. The project description for Part II: School Improvement Plan for Improvement in Student Learning (J500)

The second part of the project requires you to identify a recommendation, lead the development of a plan and strategies, and lead the implementation of the plan. You will also monitor student performance related to the implementation of the strategy. The scoring rubric provides you with details on what should be addressed in each aspect of the project. In this project you will do the following:

1. Select a school improvement strategy from the three recommendations from part one. This must be done in collaboration with the principal and the school leadership team. You must provide rationale for recommending the strategy to the leadership team. The rationale must be supported by data, be a research-based best practice, be aligned the school vision, and include the impact on student achievement that you aspire to attain upon implementation of the strategy.
2. You will identify and recruit diverse stakeholders that will participate as a team in the development and implementation of the school improvement strategy. You are expected to lead this team in the development and implementation of the strategy order to intentional develop leadership capacity for the school...
3. You will coordinate and direct the school improvement strategy by **leading the team** to do the following:
 - Synthesize and analyze relevant data to assess the instructional program. You must use the data from part one and other data that the team may identify. You must include an analysis of school processes and operations to determine if they impact student learning in relationship to the strategy. Students with special needs and second language learners, if applicable, must be included in the assessment of the instructional program.
 - Affirm with the team that the strategy is an effective one to develop and implement or identify a more effective strategy. (If an alternative strategy is identified the school leadership team must approve of the change.)
 - Affirm with the team that it is aligned to the school's vision.
 - Lead the team in the development of a plan to implement the effective strategy. The plan must include a well-planned, context-appropriate professional development to ensure that the strategy can be effectively implemented. The plan must be based upon the principles of effective instruction and research-based practices. The plan must reflect a concern for diversity to the learning process.
 - Lead the team in designing a process to monitor student performance to ensure educational equity.
 - After you have designed an evaluation tool that uses technology to monitor student performance, share it with the team for feedback; make any needed adjustments.

 - After your review of the plan to determine how you have applied legal principles to promote educational equity, share that information with the team to determine if adjustments need to be made.
 - Present the plan to the leadership team for its support and approval.

- Implement the strategy.
 - Monitor the plan’s implementation; collect and analyze data to determine its impact on student learning.
4. You will prepare a final report to share with the principal and the school leadership team. (This report will provide evidence related to the rubric.) The report will include the following:
- A description of the data used to identify the problem including additional data identified by the team.
 - A description of how the strategy was aligned to the school vision.
 - A description of the research-based strategy including the rationale the group considered for selecting the strategy.
 - A description of the implementation of the strategy.
 - A description of how you monitored student achievement, the results, and a report to share with stakeholders.
5. You will submit to your instructor:
- The final report
 - Agendas, minutes, and other meeting artifacts
 - Presentation materials
 - Reflection that addresses:
 - How you articulated the vision to the stakeholder team
 - How the process involved the stakeholders in realizing the vision in the school improvement effort
 - How you developed leadership capacity in the team
 - What research based knowledge and skills did you use to collaborate with families, caregivers and community members?
 - Whether the school leadership accepted and supported the plan; why or why not?
 - Whether the project had a positive impact on student learning? Why or why not?
 - Describe the professional growth that you must address before you complete a similar project in your role as a school leader.

2(f) The scoring guide for part 2:

Indicator and NELP Standards	Exceeds Standard	Meets Standard	Approaching Standard	Does not meet standard	Comments
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<p>Recommends strategy to leadership team and collaborates with them in its approval. 7.2</p>	<p>Evidence that the candidate met with the leadership team, presented the recommendation, discussion occurred, and approval gained.</p>	<p>Evidence that the candidate met with the leadership team, presented the recommendation, and approval gained.</p>	<p>Evidence that the candidate met only with the principal for approval.</p>	<p>Evidence that the candidate implemented the strategy with no leadership approval.</p>	
<p>The rationale for approval of the strategy included data, research-based best practices, the alignment to the school's vision, and the impact on student achievement. 1.1</p>	<p>The rationale for approval of the strategy included triangulated data, at least two research-based best practices, alignment to the school's vision, and the impact on student achievement.</p>	<p>The rationale for approval of the strategy included triangulated data, one research-based best practice, alignment to the school's vision, and the impact on student achievement.</p>	<p>The rationale for approval of the strategy included data, at least one research-based best practice and either the alignment to the school's vision or the impact on student achievement.</p>	<p>The rationale for approval of the strategy included data and either research-based best practices or the alignment to the school's vision or the impact on student achievement.</p>	
<p>You will identify and recruit diverse stakeholders that will participate as a team in the development and implementation of the school improvement strategy. 5.2</p>	<p>Candidate identified and recruited diverse stakeholders (families or caregivers, teachers, and staff members) to serve on the team. Team reflects the diversity of the school.</p>	<p>Candidate identified and recruited diverse stakeholders (families or caregivers and teachers) to serve on the team. Team reflects the diversity of the school.</p>	<p>Candidate identified and recruited teachers and/or school staff members to serve on the team. Team reflects the diversity of the school.</p>	<p>Candidate identified and recruited teachers and/or school staff members to serve on the team. Team does not reflect the diversity of the school.</p>	

<p>You are expected to lead this team in the development and implementation of the strategy in order to intentionally develop leadership capacity for the school.</p> <p>1.2; 7.2</p>	<p>Candidate intentionally developed leadership capacity demonstrated in the agendas, meeting minutes, meeting artifacts and the final reflection. Team members were included in the final presentation to the leadership team.</p>	<p>Candidate intentionally developed leadership capacity as demonstrated in the agendas, meeting minutes, meeting artifacts and the final reflection.</p>	<p>Candidate intentionally developed leadership capacity as demonstrated in the final reflection or in the agendas, minutes, and artifacts.</p>	<p>Candidate provides no evidence of the intentional development of leadership capacity.</p>	
<p>Synthesize and analyze relevant data to assess the instructional program. You must use the data from part one and other data that the team may identify.</p> <p>4.4</p>	<p>Data from part one and at least two or more other data sources used. The data are synthesized and analyzed.</p>	<p>Data from part one and one other data source used. The data are synthesized and analyzed.</p>	<p>Data from part one used. The data are synthesized and analyzed.</p>	<p>Data from part one used. The data are not synthesized and analyzed.</p>	
<p>You must include an analysis of school processes and operations to determine if they impact student learning in relationship to the strategy.</p> <p>4.3</p>	<p>Three or more school processes and operations are analyzed and synthesized to determine their impact on student learning in relation to the strategy.</p>	<p>Two school processes and operations are analyzed and synthesized to determine their impact on student learning in relation to the strategy.</p>	<p>One school process or and operation is analyzed and synthesized to determine their impact on student learning in relation to the strategy.</p>	<p>No school processes and operations are analyzed and synthesized to determine their impact on student learning in relation to the strategy.</p>	

<p>Students with special needs and second language learners must be included in the assessment of the instructional program in order to promote social justice. 3.3; 4.3</p>	<p>There is evidence that the candidate assessed the instructional program including the achievement of second language learners, special needs students, and at least one other NCLB subgroup.</p>	<p>There is evidence that the candidate assessed the instructional program including the achievement of second language learners and special needs students.</p>	<p>There is evidence that the candidate assessed the instructional program including the achievement of second language learners or special needs students.</p>	<p>There is evidence that the candidate assessed the instructional program but the achievement of second language learners or special needs students was not included.</p>	
<p>Affirm with the team that the strategy is an effective one to develop and implement or identify a more effective strategy related to the school's vision. 1.1; 6.1</p>	<p>There is evidence that the candidate affirmed with the team that the strategy chosen for development and implementation will be effective; cites specific research.</p>	<p>There is evidence that the candidate affirmed with the team that the strategy chosen for development and implementation will be effective.</p>	<p>There is evidence that the candidate affirmed that the strategy chosen for development and implementation will be effective.</p>	<p>There is no evidence that the candidate affirmed that the strategy chosen for development and implementation will be effective.</p>	
<p>Affirm with the team that it is aligned to the school's vision 1.1</p>	<p>There is evidence of the specific alignment of the strategy to the school's vision and this is affirmed by the team.</p>	<p>There is evidence of general alignment of the strategy to the school's vision and this is affirmed by the team.</p>	<p>There is evidence of the specific or general alignment of the strategy to the school's vision and no affirmation by the team.</p>	<p>There is no evidence of alignment of the strategy to the school's vision.</p>	

<p>The professional development plan is part of the school improvement plan. It is well-planned, context-appropriate professional development to ensure that the strategy can be effectively implemented.</p> <p>7.2</p>	<p>There is evidence that the plan includes a professional development plan that is well-planned, research based and is appropriate for the implementation of the strategy. The plan also includes costs.</p>	<p>There is evidence that the plan includes a professional development plan that is well-planned, research based and is appropriate for the implementation of the strategy,</p>	<p>There is evidence that the plan includes a professional development plan that is well-planned or research based or is appropriate for the implementation of the strategy.</p>	<p>There is evidence that the plan includes a professional development plan but there is no evidence that it is well-planned, or research based or+ is appropriate for the implementation of the strategy,</p>	
<p>Lead the team in the development of a school improvement plan to implement the effective strategy. The plan must be based upon the principles of effective instruction and research based practices.</p> <p>7.1</p>	<p>There is the evidence that the candidate led the team in the development of a school improvement plan that is based upon the principals of effective instruction and research based practices and includes costs.</p>	<p>There is the evidence that the candidate led the team in the development of a school improvement plan that is based upon the principals of effective instruction and research based practices.</p>	<p>There is the evidence that the candidate led the team in the development of a school improvement plan that is based upon the principals of effective instruction or research based practices.</p>	<p>There is the evidence that the candidate developed of a school improvement plan with no evidence that is based upon the principals of effective instruction and research based practices.</p>	
<p>The plan must reflect a concern for diversity to the learning process in order to provide equitable learning opportunities and student success. 7.1</p>	<p>There is evidence that all subgroups from NCLB are addressed in order to provide equitable learning opportunities and student success; high ability students are also addressed.</p>	<p>There is evidence that all subgroups from NCLB are addressed in order to provide equitable learning opportunities and student success</p>	<p>There is evidence that three or four subgroups from NCLB are addressed in order to provide equitable learning opportunities and student success</p>	<p>There is evidence that none to two subgroups from NCLB are addressed in order to provide equitable learning opportunities and student success</p>	

Lead the team in designing a process to monitor student performance to determine the effectiveness of the plan. 7.4	There is evidence that the candidate led the team in designing a process to monitor student performance; a detailed description of the process is included.	There is evidence that the candidate led the team in designing a process to monitor student performance; a description is included.	There is evidence that the candidate designed a process to monitor student performance.	There is no evidence that a process to monitor student performance was designed.	
After your review of the plan to determine how you have applied legal principles to promote educational equity, share that information with the team to determine if adjustments need to be made. 3.3,7.3	There is evidence that the candidate reviewed the plan to determine if legal principles to promote equity were included; the information was shared with the team; adjustments were discussed and made if needed.	There is evidence that the candidate reviewed the plan to determine if legal principles to promote equity were included; the information was shared with the team.	There is evidence that the candidate reviewed the plan to determine if legal principles to promote equity were included.	There is no evidence that the candidate reviewed the plan to determine if legal principles to promote equity were included.	
After you have designed an evaluation tool that uses technology to monitor student performance, share it with the team for feedback; make any needed adjustments. 6.1	There is evidence that the candidate designed an evaluation tool that uses technology to monitor student performance, shared it with the team for feedback, and made any needed adjustments. Tool provided for review.	There is evidence that the candidate designed an evaluation tool that uses technology to monitor student performance, shared it with the team for feedback, and made any needed adjustments.	There is evidence that the candidate designed an evaluation tool that uses technology to monitor student performance and shared it with the team for feedback.	There is evidence or no evidence that the candidate designed an evaluation tool that uses technology to monitor student performance.	

<p>Present the plan to the leadership team for its support and approval in order to steward the school's vision. 1.1, 6.1</p>	<p>Stakeholder team and candidate presented to the leadership team; materials prepared to support the presentation; evidence of discussion with the leadership team.</p>	<p>Candidate presented to the leadership team; materials prepared to support the presentation; evidence of discussion with the leadership team.</p>	<p>Candidate presented to the leadership team; materials prepared to support the presentation.</p>	<p>Candidate presented to the leadership team or failed to make a presentation.</p>	
<p>Plan is implemented, data are collected and results are analyzed to determine its impact on student achievement; prepare report for school's stakeholders. 4.1</p>	<p>Plan is implemented, data are collected and results are analyzed to determine its impact on student achievement; prepare report for school's stakeholders that can be put on the school's website.</p>	<p>Plan is implemented, data are collected and analyzed and results are analyzed to determine its impact on student achievement; prepare report for school's stakeholders.</p>	<p>Plan is implemented, data are collected and analyzed and results are analyzed to determine its impact on student achievement.</p>	<p>Plan is implemented.</p>	
<p>Reflection How you articulated the vision to the stakeholder team How the process involved the stakeholders in realizing the vision in the school improvement effort How you developed leadership capacity in the team What research based</p>	<p>Candidate provides sufficient information for every reflective response in order that the project can be accurately assessed. Uses language found in the questions.</p>	<p>Candidate provides sufficient information for every reflective response in order that the project can be accurately assessed.</p>	<p>Candidate provides sufficient information for two or three of reflective response in order that the project can be assessed.</p>	<p>Candidate provides sufficient information for one reflective response in order that the project can be accurately assessed.</p>	

<p>knowledge and skills did you use to collaborate with families, caregivers and community members? Whether the school leadership accepted and supported the plan; why or why not? 1.1; 6.1</p>					
<p>Reflection: Describe the professional growth that you must address before you complete a similar project in your role as a school leader. Your focus needs to include how you will develop the resiliency to uphold core values and persist in the face of adversity. 4.1</p>	<p>Candidate describes at least three issues that must be addressed through professional growth in order to successfully complete a similar task as a school administrator in such a way to uphold core values and persist in the face of diversity.</p>	<p>Candidate describes two issues that must be addressed through professional growth in order to successfully complete a similar task as a school administrator in such a way to uphold core values and persist in the face of diversity.</p>	<p>Candidate describes one issue that must be addressed through professional growth in order to successfully complete a similar task as a school administrator in such a way to uphold core values and persist in the face of diversity.</p>	<p>Candidate describes no issue that must be addressed through professional growth in order to successfully complete a similar task as a school administrator in such a way to uphold core values and persist in the face of diversity.</p>	

<p>Sources: Properly cited using APA</p>	<p>All sources used to support the research-based practices are cited</p>	<p>All sources used to support the research-based practices are cited</p>	<p>Sources are not cited</p>		
	<p>Using APA appropriately.</p>	<p>Using APA with no more than one incorrect citation.</p>	<p>Using APA with two incorrect citations.</p>	<p>No citations used; used APA incorrectly more than two times; used another citation format other</p>	

				than APA.	
Grammar, spelling, punctuation (NELP 2.3)	Assignment is free from spelling and grammatical errors	No more than one spelling and grammatical error	Two or three spelling and grammatical errors	More than three spelling and grammatical errors.	