

Distributed Teacher and Leader Education

Content Knowledge Assessment (EDL)

1. Brief Description

As was discussed in Section I, #2, candidates taking courses in the Educational Leadership Program experience authentic educational activities, called Authentic Performance Activities (APA). These APA support and rely upon the **content knowledge** and skills attained from each course taken in the program and are worth a particular number of hours towards the Professional Internship that occurs at the conclusion of the program. These APA become the basis for determining the level of proficiency attained by each candidate for the specific **content knowledge** learned within each course. Faculty members use the specific **Content Knowledge** attained by each candidate in the course to express the level of **content knowledge** attained by each candidate in the course as reflected in the Authentic Performance Activity assigned in the course.

The Authentic Performance Activities should be challenging, authentic and aligned to the ELCC standards addressed in each of the individual required courses. In a spirit of collaboration and sharing faculty members teaching the same courses have met and designed these Authentic Performance Activities for the courses they teach. The next step was to design appropriate *Content Knowledge Assessments* that would be aligned to each APA. What follows is an overview of each Authentic Performance Activity and the corresponding *Content Knowledge Assessment* used to evaluate how well candidates are learning content knowledge throughout the program.

CEQ 501 (Educational Leadership Theory I): Students are expected to develop, plan and implement an *activities program* in a collaborative setting that recognizes and accounts for learning differences, multicultural awareness, gender sensitivity, appreciation of ethnic diversity, and athletic needs of participants.

CEQ 502 (Educational Leadership Theory II): Students are expected to analyze K-12 student performance data related to a school/district *improvement plan*. Students will evaluate the plan and make specific recommendations for improvements and outline the implications to the school/district setting.

CEQ 503 (Educational Leadership Practice): Students are expected to present an *improvement plan* developed through integrated community involvement that will focus on a present program in your school.

CEQ 515 (School District Leadership): Students are expected to assess the needs of a school or district from which a **strategic plan** can be designed to promote K-12 student learning, accounting for positive culture and community involvement.

CEQ 528 (School Law): Students are expected to **research a School Board policy** on a specific topic related to the course comparing the policy to the practice in the school district where the student works (lives). Students will compare the policy and practice to federal, state constitutional, statutory and regulatory provisions governing education in New York State.

CEQ 541 (School Building Leadership): Students are expected to review and improve upon the existing *communications plan* that enables information to flow between staff members and stakeholders in the district community.

CEQ 555 (Supervision of Instruction): Students are expected to lead a school or district taskforce that conducts a *curriculum audit* to demonstrate alignment of curriculum, pedagogy and assessment with consideration for philosophical, sociological, and historical foundations.

CEQ 571 (School Business Administration): Students are expected to review actual financial documents used by school districts and develop a *comprehensive budgetary picture* of how school districts respond to educational goals, community needs, legislation and cultural norms, when designing equitable budgets that will promote student achievement.

CEQ 572 ((School Personnel Management): Students are expected to review and evaluate a district's **staff development plan** and its plan for assisting the marginal teacher.

2. Alignment to Standards

The following chart, the essence of which is shared with all faculty within their course syllabi, reflects which ISLLC standards must be aligned to the Authentic Performance Activities (APA) required in each course chosen for Assessment #2. The *Content Knowledge Assessment* tool is subsequently used to ascertain the level of content knowledge attained by candidates in these specific ISLLC standards.

ISLLC	CEQ								
Content Knowledge Standards	501	502	503	515	528	541	555	571	572
1A. Collaboratively develop and implement a									
shared vision and mission.									
1B. Collect and use data to identify goals, assess									
organizational effectiveness, and promote									
organizational learning.									
1C. Create and implement plans to achieve goals.									
1D. Promote continuous and sustainable									
improvement.									
1E. Monitor and evaluate progress and revise plans.									
2A. Nurture and sustain a culture of collaboration,									
trust, learning, and high expectations.									
2B. Create a comprehensive, rigorous, and coherent									
curricular program.									
2C. Create a personalized and motivating learning									
environment for students.									
2D. Supervise instruction.									
2E. Develop assessment and accountability systems									
to monitor student progress									
2F. Develop the instructional and leadership									
capacity of staff.									

Gray = ISLLC standards (Content Knowledge) aligned to each course (APA).

2G. Maximize time spent on quality instruction.						
2H. Promote the use of the most effective and						
appropriate technologies to support teaching and						
learning.						
2I. Monitor and evaluate the impact of the						
instructional program.						
3A.Monitor and evaluate the management and						
operational systems.						
3B. Obtain, allocate, align, and efficiently utilize						
human, fiscal, and technological resources.						
3C. Promote and protect the welfare and safety of						
students and staff.						
3D. Develop the capacity for distributed leadership.						
3E. Ensure teacher and organizational time is						
focused to support quality instruction and student						
learning.						
4A.Collect and analyze data and information						
pertinent to the educational environment.						
4B. Promote understanding, appreciation, and use						
of the community's diverse cultural, social, and						
intellectual resources.						
4C. Build and sustain positive relationships						
with families and caregivers.						
4D. Build and sustain productive relationships						
with community partners.						
5A.Ensure a system of accountability for every						
student's academic and social success.						
5B. Model principles of self-awareness,						
reflective practice, transparency, and ethical						
behavior.						
5C. Safeguard the values of democracy,						
equity, and diversity.						
5D. Consider and evaluate the potential moral	 -					
and legal consequences of decision-making.						
5E. Promote social justice and ensure that						
individual student needs inform all aspects of						
schooling.						
6A.Advocate for children, families, and	+					
caregivers.						
6B. Act to influence local, district, state, and	+					
national decisions affecting student learning.						
6C. Assess, analyze, and anticipate emerging	-					
trends and initiatives in order to adapt						
leadership strategies.						
icaderonip strategies.	1	1		1	l	

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 501 APA:

You are to develop, plan and implement an **activities program** in a collaborative setting within your school. It should reflect research-based strategies. During the developmental process of this activities program you must become aware of the knowledge you need to accomplish the following:

- 1. Recognize and account for learning differences, multicultural awareness, gender sensitivity, appreciation of ethnic diversity, and athletic needs of participants.
- 2. 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 student assessment results, student and family demographic data, and an analysis of community needs.

- 3. Plan programs to motivate staff, students, and families to achieve a school district's vision.
- 4. Improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (1A, 1B, 2A and 2C).

- 1A. Collaboratively <u>develop</u> and <u>implement</u> a shared vision and mission.
- 1B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.
- 2A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.
- 2C. Create a personalized and motivating learning environment for students.

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

ISLLC Standard #1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.						
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4		
1A. Collaboratively	Candidate cannot	Candidate can	Candidate can	Candidate can formulate		
develop and implement	formulate the initiatives	formulate one	demonstrate the ability to	many initiatives to		
a shared vision and	necessary to motivate	initiative to motivate	formulate initiatives to	motivate staff, students, and		
mission.	staff, students, and families to achieve a school district's vision.	staff, students, and families to achieve a school district's vision.	motivate staff, students, and families to achieve a school district's vision.	families to achieve a school district's vision.		
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4		

1B. Collect and use	Candidate does not	Candidate	Candidate can	Candidate demonstrates a
data to identify goals,	demonstrate the ability	demonstrates the	demonstrate the ability to	comprehensive use of
assess organizational	to use data-based	ability to use some	use data-based research	data-based research
effectiveness, and	research strategies and	data-based research	strategies and strategic	strategies and strategic
promote organizational	strategic planning	strategies and	planning processes that	planning processes that
learning.	processes that focus on	strategic planning	focus on student learning	focus on student learning to
0	student learning to	processes that focus	to develop a vision,	develop a vision, drawing
	develop a vision,	on student learning	drawing on relevant	on relevant information
	drawing on relevant	to develop a vision,	information sources such	sources such as student
	information sources	drawing on relevant	as student assessment	assessment results, student
	such as student	information sources	results, student and family	and family demographic
	assessment results,	such as student	demographic data, and an	data, and an analysis of
	student and family	assessment results,	analysis of community	community needs.
	demographic data, and	student and family	needs.	Candidate has a
	an analysis of	demographic data,	Candidate can understand	comprehensive
	community needs.	and an analysis of	the theory and research	understanding of the theory
	Candidate does not	community needs.	related to organizational	and research related to
	understand the theory	Candidate partially	and educational	organizational and
	and research related to	understands the	leadership.	educational leadership.
	organizational and	theory and research		
	educational leadership.	related to		
	(ELCC 1.4b)	organizational and		
		educational		
		leadership.		

ISLLC Standard #2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2A. Nurture and	Candidate cannot	Candidate can	Candidate can develop a	Candidate can effectively
sustain a culture of	develop a sustained	partially develop a	sustained approach to	develop a sustained
collaboration, trust,	approach to improve	sustained approach to	improve and maintain a	approach to improve and
learning, and high	and maintain a positive	improve and	positive district culture for	maintain a positive district
expectations.	district culture for	maintain a positive	learning that capitalizes on	culture for learning that
	learning that capitalizes	district culture for	multiple aspects of	capitalizes on multiple
	on multiple aspects of	learning that	diversity to meet the	aspects of diversity to meet
	diversity to meet the	capitalizes on	learning needs of all	the learning needs of all
	learning needs of all	multiple aspects of	students.	students.
	students.	diversity to meet the		
		learning needs of all		
		students.		

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2C. Create a	Candidate does not	Candidate partially	Candidate can understand	Candidate
personalized and	understand and cannot	understands and can	and can apply human	comprehensively
motivating learning	apply human	partially apply	development theory,	understands and can apply
environment for	development theory,	human development	proven learning, and	human development theory,
students.	proven learning, and	theory, proven	motivational theories, and	proven learning, and
	motivational theories,	learning, and	concern for diversity to	motivational theories, and
	and concern for	motivational	the learning process.	concern for diversity to the
	diversity to the learning	theories, and concern	Candidate can understand	learning process.
	process.	for diversity to the	how to use appropriate	Candidate
	Candidate does not	learning process.	research strategies to	comprehensively
	understand how to use	Candidate partially	profile student	understands how to use
	appropriate research	understands how to	performance in a district	appropriate research
	strategies to profile	use appropriate	and analyze differences	strategies to profile student
	student performance in	research strategies to	among subgroups.	performance in a district
	a district and analyze	profile student		and analyze differences
	differences among	performance in a		among subgroups.
	subgroups.	district and analyze		
		differences among		
		subgroups.		

CONTENT KNOWLEDGE ASSESSMENT – CEQ 502

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 502 APA:

You are to analyze student performance data related to a school/district <u>improvement</u> <u>plan</u>. Make specific recommendations for improvements to the plan and outline the implications to the school/district setting. During the evaluation process of this improvement plan you must become aware of the knowledge you need to accomplish the following:

- 1. Collect, organize and analyze student performance data and do a detailed comparison to the goals of a specific improvement plan.
- 2. Evaluate the effectiveness of the improvement plan and advocate for modifications in the plan that will provide success for all students.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (1C, 1D, and 1E).

- 1C. Create and implement plans to achieve goals.
- 1D. Promote continuous and sustainable improvement.
- 1E. Monitor and evaluate progress and revise plans.

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

ISLLC Standard #1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.						
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4		
1C. Create and implement plans to achieve goals.	Candidate cannot design research-based plans and/or processes to effectively implement a district vision throughout an entire school district and community. (ELCC 1.3b)	Candidate can partially design research-based plans and/or processes to effectively implement a district vision throughout an entire school district and community.	Candidate can design research-based processes to effectively implement a district vision throughout an entire school district and community.	Candidate can design many research-based plans and/or processes to effectively implement a district vision throughout an entire school district and community.		
~						

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
1D. Promote	Candidate does not	Candidate	Candidate can	Candidate demonstrates a
continuous and	demonstrate the ability	demonstrates the	demonstrate the ability to	strong ability to articulate

sustainable improvement.	to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision. (ELCC 1.2a)	ability to partially articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision.	articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision.	the components of this vision for a district and the leadership processes necessary to implement and support the vision.
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
1E. Monitor and evaluate progress and revise plans.	Candidate does not 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. (ELCC 1.4b)	Candidate partially engages 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.	Candidate can 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.	Candidate regularly engages 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.

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 503 APA:

You are to present an **improvement plan** developed through integrated community involvement that will focus on a present program in your school. During the developmental process of this plan you must become aware of the knowledge you need to accomplish the following:

- 1. 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.
- 2. 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.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (2B, 2I, and 5A).

- 2B. Create a comprehensive, rigorous, and coherent curricular program.
- 2I. Monitor and evaluate the impact of the instructional program.
- 5A.Ensure a system of accountability for every student's academic and social success.

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

<u>Scoring Guide:</u>

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2B. Create a	Candidate does not	Candidate	Candidate can	Candidate can demonstrate
comprehensive,	demonstrate an	demonstrates a	demonstrate an	a comprehensive
rigorous, and coherent	understanding of a	partial	understanding of a variety	understanding of a variety
urricular program.	variety of instructional	understanding of a	of instructional research	of instructional research
	research methodologies	variety of	methodologies and can	methodologies and can
	and can analyze the	instructional research	analyze the comparable	analyze the comparable
	comparable strengths	methodologies and	strengths and weaknesses	strengths and weaknesses
	and weaknesses of each	can analyze the	of each method.	of each method.
	method. (ELCC 2.2a)	comparable strengths	Candidate can	Candidate can demonstrat
	Candidate does not	and weaknesses of	demonstrate the ability to	a strong ability to use and
	demonstrate the ability	each method.	use and promote	promote technology and
	to use and promote	Candidate	technology and	information systems to enrich district curriculum
	technology and information systems to	demonstrates some	information systems to enrich district curriculum	and instruction, monitor
	enrich district	ability to use and promote technology	and instruction, monitor	instructional practices, an
	curriculum and	and information	instructional practices, and	provide assistance to
	instruction, monitor	systems to enrich	provide assistance to	administrators who have
	instructional practices,	district curriculum	administrators who have	needs for improvement.
	and provide assistance	and instruction.	needs for improvement.	needs for improvement.
	to administrators who	monitor instructional	needs for improvement.	
	have needs for	practices, and		
	improvement. (ELCC	provide assistance to		
	2.2c)	administrators who		
		have needs for		
		improvement.		
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2I. Monitor and	Candidate does not	Candidate	Candidate can	Candidate demonstrates a
evaluate the impact of	demonstrate the ability	demonstrates some	demonstrate the ability to	strong ability to facilitate
the instructional	to facilitate and engage	ability to facilitate	facilitate and engage in	and engage in activities th
program.	in activities that use	and engage in	activities that use best	use best practices and
	best practices and	activities that use	practices and sound	sound educational researc
	sound educational	best practices and	educational research to	to improve instructional
	research to improve	sound educational	improve instructional	programs.
	instructional programs.	research to improve	programs.	Candidate can demonstrat
		instructional	Candidate can	a strong ability to allocate
	(ELCC 2.3a)	instructional		and justify resources to
	Candidate does not	programs.	demonstrate the ability to	
	Candidate does not demonstrate the ability	programs. Candidate	allocate and justify	sustain the instructional
	Candidate does not demonstrate the ability to allocate and justify	programs. Candidate demonstrates a	allocate and justify resources to sustain the	
	Candidate does not demonstrate the ability to allocate and justify resources to sustain the	programs. Candidate demonstrates a partial ability to	allocate and justify	sustain the instructional
	Candidate does not demonstrate the ability to allocate and justify resources to sustain the instructional program.	programs. Candidate demonstrates a partial ability to allocate and justify	allocate and justify resources to sustain the	sustain the instructional
	Candidate does not demonstrate the ability to allocate and justify resources to sustain the	programs. Candidate demonstrates a partial ability to allocate and justify resources to sustain	allocate and justify resources to sustain the	sustain the instructional
	Candidate does not demonstrate the ability to allocate and justify resources to sustain the instructional program.	programs. Candidate demonstrates a partial ability to allocate and justify	allocate and justify resources to sustain the	sustain the instructional

manner.				
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4

	G 111 1 1 1 1 1 1	a		
5A.Ensure a system of	Candidate is not able to	Candidate is able to	Candidate is able to use	Candidate is able to use
accountability for every	use qualitative and	use some qualitative	qualitative and	many qualitative and
student's academic and	quantitative data,	and quantitative data,	quantitative data,	quantitative data,
social success.	appropriate research	appropriate research	appropriate research	appropriate research
	methods, technology,	methods, technology,	methods, technology, and	methods, technology, and
	and information	and information	information systems to	information systems to
	systems to develop a	systems to develop a	develop a long-range plan	develop a comprehensive
	long-range plan for a	long-range plan for a	for a district that assesses	long-range plan for a
	district that assesses the	district that assesses	the district's improvement	district that assesses the
	district's improvement	the district's	and accountability	district's improvement and
	and accountability	improvement and	systems.	accountability systems.
	systems. (ELCC 2.2b)	accountability		
		systems.		

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 515 APA:

You are to assess the needs of a school or district from which a **strategic plan** can be designed to promote student learning, accounting for positive culture and community involvement. During the developmental process of this strategic plan you must become aware of the knowledge you need to accomplish the following:

- 1. Conduct a needs assessment within a school or district which will result in a strategic plan designed to promote student learning.
- 2. Within the strategic plan include specific activities that will increase positive culture.
- 3. Within the strategic plan develop a proposal that will maximize the involvement of community members.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (4A, 4B, 4C, and 4D).

- 4A.Collect and analyze data and information pertinent to the educational environment.
- 4B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.
- 4C. Build and sustain positive relationships with families and caregivers.
- 4D. Build and sustain productive relationships with community partners.

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to

be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

scoring Guider	Scoring	Guide:
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			ident by collaborating with f lizing community resources.	aculty and community
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
4A.Collect and analyze data and information pertinent to the educational environment.	Candidate does not engage in the collection, organization, and analysis of a variety of information,	Candidate partially engages in the collection, organization, and analysis of a variety	Candidate can engage in the collection, organization, and analysis of a variety of information, including	Candidate regularly engages in the collection, organization, and analysis of a variety of information, including student
	including student performance data, required to assess progress toward a district's vision, mission, and goals. (ELCC 1.4b)	of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.	student performance data, required to assess progress toward a district's vision, mission, and goals.	performance data, required to assess progress toward a district's vision, mission, and goals.
	(ELCC 1.40)	, C		
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
4B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual	Candidate does not demonstrate the ability to facilitate the planning and implementation of programs and services	Candidate partially demonstrates the ability to facilitate the planning and implementation of programs and	Candidate can demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the	Candidate demonstrates a strong ability to facilitate the planning and implementation of programs and services that bring together the resources
resources.	that bring together the resources of families and the community to positively affect student learning. (ELCC 4.1a)	services that bring together the resources of families and the community to positively affect student learning.	resources of families and the community to positively affect student learning.	of families and the community to positively affect student learning.
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
4C. Build and sustain positive relationships with families and caregivers.	Candidate cannot 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. (ELCC 4.1h)	Candidate can partially 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.	Candidate can 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.	Candidate can effectively develop and implement many 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.
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
4D. Build and sustain productive relationships with community partners.	Candidate cannot 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,		Candidate can 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,	Candidate effectively applies an understanding of community relations models, marketing strategies and processes, data driven decision- making, and communication theory to craft many frameworks for school, business, community, government,
	government, and higher	frameworks for school, business,	and higher education partnerships.	and higher education partnerships.

		-		
	education partnerships.	community,	Candidate can	Candidate demonstrates a
	(ELCC 4.1c)	government, and	demonstrate an ability to	strong ability to develop
	Candidate does not	higher education	develop and implement a	and implement a plan for
	demonstrate an ability	partnerships.	plan for nurturing	nurturing relationships with
	to develop and	Candidate partially	relationships with	community leaders and
	implement a plan for	demonstrates an	community leaders and	reaching out to different
	nurturing relationships	ability to develop	reaching out to different	business, religious,
	with community leaders	and implement a plan	business, religious,	political, and service
	and reaching out to	for nurturing	political, and service	organizations to strengthen
	different business.	relationships with	organizations to	programs and support
	religious, political, and	community leaders	strengthen programs and	district goals.
	service organizations to	and reaching out to	support district goals.	Candidate demonstrates a
	strengthen programs	different business,	Candidate can	strong ability to involve
	and support district	religious, political,	demonstrate the ability to	community members,
	goals. (ELCC 4.1d)	and service	involve community	groups, and other
	Candidate does not	organizations to	members, groups, and	stakeholders in district
	demonstrate the ability	strengthen programs	other stakeholders in	decision- making, reflecting
	to involve community	and support district	district decision- making,	an understanding of
	members, groups, and	goals.	reflecting an	strategies to capitalize on
	other stakeholders in	Candidate partially	understanding of	the district's integral role in
	district decision-	demonstrates the	strategies to capitalize on	the larger community.
	making, reflecting an	ability to involve	the district's integral role	Candidate demonstrates a
	understanding of	community	in the larger community.	strong ability to collaborate
	strategies to capitalize	members, groups,	Candidate can	with community agencies
	on the district's integral	and other	demonstrate the ability to	to integrate health, social,
	role in the larger	stakeholders in	collaborate with	and other services in the
	community. (ELCC	district decision-	community agencies to	schools to address student
	4.1e)	making, reflecting an	integrate health, social,	and family conditions that
	Candidate does not	understanding of	and other services in the	affect learning.
	demonstrate the ability	strategies to	schools to address student	
	to collaborate with	capitalize on the	and family conditions that	
	community agencies to	district's integral role	affect learning.	
	integrate health, social,	in the larger		
	and other services in the	community.		
	schools to address	Candidate partially		
	student and family	demonstrates the		
	conditions that affect	ability to collaborate		
	learning. (ELCC 4.1f)	with community		
		agencies to integrate		
		health, social, and		
		other services in the		
		schools to address		
		student and family		
		conditions that affect		
		learning.		
L	1	B.		

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 528 APA:

You are to **research a School Board policy** on a specific topic related to the course. You will compare the policy to the practice in the school district where you work (live). You will compare the policy and practice to federal, state constitutional, statutory and regulatory provisions governing education in New York State. During the overall comparisons you must become aware of the knowledge you need to accomplish the following:

- 1. Explain how to apply legal principles to the promotion of educational equity.
- 2. Validate or critique the policy and practice based upon ethical and legal principles.
- 3. Indicate the specific laws that are affecting the functioning of the school districts through their direct influence on policy and practice.
- 4. Explain the procedure for how policies can be improved upon.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (5D, 5E, 6A, 6B, and 6C).

- 5D. Consider and evaluate the potential moral and legal consequences of decision-making.
- 5E. Promote social justice and ensure that individual student needs inform all aspects of schooling.
- 6A.Advocate for children, families, and caregivers.
- 6B. Act to influence local, district, state, and national decisions affecting student learning.
- 6C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

Scoring Guide:

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ISLLC Standard #5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical					
manner.					
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4	
5D. Consider and	Candidate cannot make	Candidates can	Candidate can make and	Candidate always makes	
evaluate the potential	and explain decisions	sometimes make and	explain decisions based	and explains decisions	
moral and legal	based upon ethical and	explain decisions	upon ethical and legal	based upon ethical and	
consequences of	legal principles. (ELCC	based upon ethical	principles.	legal principles.	
decision-making.	5.3a)	and legal principles.			
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4	
5E. Promote social	Candidate does not	Candidate can	Candidate can	Candidate demonstrates a	
justice and ensure that	demonstrate a respect	partially	demonstrate a respect for	strong respect for the rights	
individual student	for the rights of others	demonstrate a respect	the rights of others with	of others with regard to	
needs inform all	with regard to	for the rights of	regard to confidentiality	confidentiality and dignity	
aspects of schooling.	confidentiality and	others with regard to			

dignity and angaga in	confidentiality and	and dignity and engage in	and engages in honest
dignity and engage in			00
honest interactions.	dignity and engage in	honest interactions.	interactions.
(ELCC 5.1a)	honest interactions.	Candidate can	Candidate demonstrates a
Candidate does not	Candidate	demonstrate the ability to	strong ability to organize a
demonstrate the abilit	y demonstrates some	organize a district based	district based on indicators
to organize a district	ability to organize a	on indicators of equity,	of equity, effectiveness, and
based on indicators of	f district based on	effectiveness, and	efficiency and can
equity, effectiveness,	indicators of equity,	efficiency and can apply	effectively apply legal
and efficiency and car	n effectiveness, and	legal principles that	principles that promote
apply legal principles	efficiency and can	promote educational	educational equity.
that promote	apply legal principles	equity.	
educational equity.	that promote		
(ELCC 3.1d)	educational equity.		

	education leader promotes omic, legal, and cultural co		ident by understanding, resp	onding to, and influencing
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
6A.Advocate for children, families, and caregivers.	Candidate does not 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. (ELCC 6.3b)	Candidate partially demonstrates 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.	Candidate can 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.	Candidate demonstrates a strong 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.
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
6B. Act to influence local, district, state, and national decisions affecting student learning.	Candidate does not demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. (ELCC 6.1c) Candidate does not 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	Candidate partially demonstrates an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. Candidate partially demonstrates 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	Candidate can demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. Candidate can 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.	Candidate demonstrates a comprehensive understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. Candidate demonstrates a comprehensive 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.
Standard Function 6C. Assess, analyze, and anticipate	with similar interests. (ELCC 6.3a) Unacceptable - 1 Candidate does not demonstrate the ability	representing schools, educators, or others with similar interests. Acceptable - 2 Candidate partially demonstrates the	Meets Standard - 3 Candidate can demonstrate the ability to	Distinguished - 4 Candidate demonstrates a strong ability to
emerging trends and initiatives in order to	to communicate regularly with all segments of the district	ability to communicate regularly with all	communicate regularly with all segments of the district community	communicate regularly with all segments of the district community concerning

adapt leadership	community concerning	segments of the	concerning trends, issues,	trends, issues, and policies
strategies.	trends, issues, and	district community	and policies affecting the	affecting the district.
	policies affecting the	concerning trends,	district.	Candidate demonstrates a
	district. (ELCC 6.2c)	issues, and policies	Candidate can	strong ability to use public
	Candidate does not	affecting the district.	demonstrate an ability to	information and research-
	demonstrate an ability	Candidate	use public information and	based knowledge of issues
	to use public	demonstrates a	research-based knowledge	and trends to collaborate
	information and	partial ability to use	of issues and trends to	with community members
	research-based	public information	collaborate with	and community
	knowledge of issues	and research-based	community members and	organizations to have a
	and trends to	knowledge of issues	community organizations	positive affect on student
	collaborate with	and trends to	to have a positive affect	learning.
	community members	collaborate with	on student learning.	
	and community	community members		
	organizations to have a	and community		
	positive affect on	organizations to have		
	student learning.	a positive affect on		
	(ELCC 4.1b)	student learning.		

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 541 APA:

You are to review and improve upon the existing **communications plan** that enables information to flow between staff members and stakeholders in the district community. During the developmental process of this plan you must become aware of the knowledge you need to accomplish the following:

- 1. Bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the district vision.
- 2. Facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.
- 3. Respect the rights of others with regard to confidentiality and dignity and engage in honest interactions.
- 4. Combine impartiality, sensitivity to student diversity, and ethical considerations in the interactions with others.
- 5. Explain decisions based upon ethical and legal principles.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (3A, 3E, 5B, and 5C).

• 3A.Monitor and evaluate the management and operational systems.

- **3E.** Ensure teacher and organizational time is focused to support quality instruction and student learning.
- 5B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior.
- 5C. Safeguard the values of democracy, equity, and diversity.

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
3A.Monitor and	Candidate does not	Candidate partially	Candidate can	Candidate demonstrates a
evaluate the	demonstrate the ability	demonstrates the	demonstrate the ability to	strong ability to use
management and	to use research-based	ability to use	use research-based	research-based knowledge
operational systems.	knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students. (ELCC 3.1a)	research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.	knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.	of learning, teaching, student development, organizational development, and data management to optimize learning for all students.
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
3E. Ensure teacher and	Candidate does not	Candidate partially	Candidate can	Candidate demonstrates a
organizational time is focused to support quality instruction and student learning.	demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement. (ELCC 3.1c)	demonstrates an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement	demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.	strong ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.

ISLLC Standard #5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical					
manner.					
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4	
5B. Model principles of	Candidate does not	Candidate	Candidates can	Candidate demonstrates	
self-awareness,	demonstrate knowledge	demonstrates some	demonstrate knowledge of	comprehensive knowledge	
reflective practice,	of adult learning	knowledge of adult	adult learning strategies	of adult learning strategies	
transparency, and	strategies and the	learning strategies	and the ability to apply	and a strong ability to	
ethical behavior.	ability to apply	and the ability to	technology and research to	apply technology and	
	technology and research	apply technology and	professional development	research to professional	
	to professional	research to	design focusing on	development design	
	development design	professional	authentic problems and	focusing on authentic	
	focusing on authentic	development design	tasks, mentoring,	problems and tasks,	
	problems and tasks,	focusing on authentic	coaching, conferencing,	mentoring, coaching,	
	mentoring, coaching,	problems and tasks,	and other techniques that	conferencing, and other	
	conferencing, and other	mentoring, coaching,	promote new knowledge	techniques that promote	
	techniques that promote	conferencing, and			

	new knowledge and skills in the workplace. (ELCC 2.4a) Candidate does not demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel. (ELCC 2.4b) Candidate cannot develop personal professional growth plans that reflect commitment to life- long learning and best practices. (ELCC 2.4c)	other techniques that promote new knowledge and skills in the workplace. Candidate demonstrates some ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel. Candidate can partially develop personal professional growth plans that reflect commitment to life-long learning and best practices.	and skills in the workplace. Candidate can demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel. Candidate can develop personal professional growth plans that reflect commitment to life-long learning and best practices.	new knowledge and skills in the workplace. Candidate demonstrates a strong ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel. Candidate can effectively develop personal professional growth plans that reflect commitment to life-long learning and best practices.
Chandrad E	Ti	A	Marta 64. 1 1 2	
Standard Function 5C. Safeguard the	Unacceptable - 1 Candidate does not	Acceptable - 2 Candidate can	Meets Standard - 3 Candidate can	Distinguished - 4 Candidate demonstrates a
sc. sateguard the values of democracy, equity, and diversity.	demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. (ELCC 5.2a) Candidate does not understand and cannot apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. (ELCC 2.3c) Candidate does not understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups. (ELCC 2.3d) Candidate does not demonstrate the ability to effectively and appropriately assess, research, and plan for diversity of the community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement. (ELCC 4.2d)	partially demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. Candidate partially understands and can partially apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. Candidate partially understands how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups. Candidate partially demonstrates 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	demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. Candidate can understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. Candidate can understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups. Candidate can 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.	strong ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. Candidate comprehensively understands and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. Candidate comprehensively understands how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups. Candidate demonstrates a strong ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and effectively capitalize on the diversity of the community to improve district performance and student achievement.

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 555 APA:

You are to lead a school or district taskforce that conducts a **curriculum audit** to demonstrate alignment of curriculum, pedagogy and assessment with consideration for philosophical, sociological, and historical foundations. During the developmental process of this activities program you must become aware of the knowledge you need to accomplish the following:

- 1. Facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.
- 2. 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.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (2D, 2E, 2G, and 2H).

- 2D. Supervise instruction.
- 2E. Develop assessment and accountability systems to monitor student progress.
- 2G. Maximize time spent on quality instruction.
- 2H. Promote the use of the most effective and appropriate technologies to support teaching and learning.

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

Scoring Guide:

ISLLC Standard #2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2D. Supervise	Candidate does not	Candidate	Candidate can	Candidate demonstrates a
instruction.	demonstrate the ability to use strategies such as observations and collaborative reflection	demonstrates some ability to use strategies such as observations and	demonstrate the ability to use strategies such as observations and collaborative reflection to	strong ability to use strategies such as observations and collaborative reflection to
	to help form comprehensive	collaborative reflection to help	help form comprehensive professional growth plans	help form comprehensive professional growth plans
	professional growth plans with district and school personnel.	form comprehensive professional growth plans with district	with district and school personnel.	with district and school personnel.
	(ELCC 2.4b)	and school		
		personnel.		
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2E. Develop assessment	Candidate is not able to	Candidate is able to	Candidate is able to use	Candidate is able to use
and accountability	use qualitative and	use some qualitative	qualitative and	many qualitative and
systems to monitor	quantitative data,	and quantitative data,	quantitative data,	quantitative data,
student progress.	appropriate research	appropriate research	appropriate research	appropriate research
	methods, technology,	methods, technology,	methods, technology, and	methods, technology, and
	and information	and information	information systems to	information systems to
	systems to develop a	systems to develop a	develop a long-range plan	develop a comprehensive
	long-range plan for a	long-range plan for a	for a district that assesses	long-range plan for a
	district that assesses the	district that assesses	the district's improvement	district that assesses the
	district's improvement and accountability	the district's	and accountability	district's improvement and
	systems. (ELCC 2.2b)	improvement and accountability	systems.	accountability systems.
	systems. (ELCC 2.20)	systems.		
		systems.		11
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2G. Maximize time	Candidate cannot	Candidate can	Candidate can ascertain	Candidate has a strong
spent on quality	ascertain the	partially ascertain	the relationship between	understanding of the
instruction.	relationship between	the relationship	time management and	relationship between time
	time management and	between time	quality instruction.	management and quality
	quality instruction.	management and quality instruction.		instruction.

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2H. Promote the use of	Candidate does not	Candidate	Candidates can	Candidate demonstrates
the most effective and	demonstrate knowledge	demonstrates some	demonstrate knowledge of	comprehensive knowledge
appropriate	of adult learning	knowledge of adult	adult learning strategies	of adult learning strategies
technologies to support	strategies and the	learning strategies	and the ability to apply	and a strong ability to
teaching and learning.	ability to apply	and the ability to	technology and research to	apply technology and
	technology and research	apply technology and	professional development	research to professional
	to professional	research to	design focusing on	development design
	development design	professional	authentic problems and	focusing on authentic
	focusing on authentic	development design	tasks, mentoring,	problems and tasks,
	problems and tasks,	focusing on authentic	coaching, conferencing,	mentoring, coaching,
	mentoring, coaching,	problems and tasks,	and other techniques that	conferencing, and other
	conferencing, and other	mentoring, coaching,	promote new knowledge	techniques that promote
	techniques that promote	conferencing, and	and skills in the	new knowledge and skills
	new knowledge and	other techniques that	workplace.	in the workplace.
	skills in the workplace.	promote new		
	(ELCC 2.4a)	knowledge and skills		
		in the workplace.		

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 571 APA:

You are to review actual financial documents used by school districts and develop a **comprehensive budgetary picture** of how school districts respond to educational goals, community needs, legislation and cultural norms, when designing equitable budgets that will promote student achievement. During the developmental process of this plan you must become aware of the knowledge you need to accomplish the following:

- 1. Manage time effectively and to deploy financial and human resources in a way that promotes student achievement.
- 2. Involve stakeholders in aligning resources and priorities to maximize ownership and accountability.
- 3. 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.
- 4. Use community resources, including youth services that enhance student achievement to solve district problems and/or accomplish district goals

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (**3B, 3C, 2A, and 2C**).

- 3B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.
- 3C. Promote and protect the welfare and safety of students and staff.
- 2A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.
- 2C. Create a personalized and motivating learning environment for students.

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

Standard Function	for a safe, efficient, and ef Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
B. Obtain, allocate,	Candidate cannot use	Candidate	Candidate can use	Candidate effectively uses
lign, and efficiently	problem-solving skills	sometimes uses	problem-solving skills and	problem-solving skills and
tilize human, fiscal,	and knowledge of	problem-solving	knowledge of strategic,	knowledge of strategic,
nd technological	strategic, long-range,	skills and knowledge	long-range, and	long-range, and operation
esources.	and operational	of strategic, long-	operational planning	planning (including
	planning (including	range, and	(including applications of	applications of technology
	applications of	operational planning	technology) in the	in the effective, legal, and
	technology) in the	(including	effective, legal, and	equitable use of fiscal,
	effective, legal, and	applications of	equitable use of fiscal,	human, and material
	equitable use of fiscal,	technology) in the	human, and material	resource allocation that
	human, and material	effective, legal, and	resource allocation that	focuses on teaching and
	resource allocation that	equitable use of	focuses on teaching and	learning.
	focuses on teaching and	fiscal, human, and	learning.	Candidate creatively seek
	learning. (ELCC 3.3a)	material resource	Candidate can creatively	new resources to facilitate
	Candidate cannot	allocation that	seek new resources to	learning.
	creatively seek new	focuses on teaching	facilitate learning.	learning.
	resources to facilitate	and learning.	Candidate can apply an	Candidate effectively
	learning. (ELCC 3.3b)	Candidate	understanding of school	applies an understanding
	Candidate cannot apply	sometimes seeks	district finance structures	school district finance
	an understanding of	new resources to	and models to ensure that	structures and models to
	school district finance	facilitate learning.	adequate financial	ensure that adequate
	structures and models	Candidate	resources are allocated	financial resources are
	to ensure that adequate	sometimes applies	equitably for the district.	allocated equitably for the
	financial resources are	11	Candidate can apply and	district.
		an understanding of school district	assess current	
	allocated equitably for the district. (ELCC		technologies for	Candidate can effectively
	3.3c)	finance structures		apply and assess current
		and models to ensure	management, business procedures, and	technologies for
	Candidate cannot apply	that adequate financial resources	1 ,	management, business
	and assess current		scheduling.	procedures, and schedulir
	technologies for	are allocated		
	management, business	equitably for the		
	procedures, and	district.		
	scheduling. (ELCC	Candidate		
	3.3d)	sometimes applies		
		and assesses current		
		technologies for		
		management,		
		business procedures,		
		and scheduling.		
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
C. Promote and	Candidate does not	Candidate	Candidate can	Candidate demonstrates
rotect the welfare and	demonstrate effective	demonstrates some	demonstrate effective	effective organization of
fety of students and	organization of fiscal,	effective	organization of fiscal,	fiscal, human, and materia
aff.	human, and material	organization of	human, and material	resources, giving strong
	resources, giving	fiscal, human, and	resources, giving priority	priority to student learnin
	priority to student	material resources,	to student learning and	and safety.
	learning and safety.	giving priority to	safety.	Candidate demonstrates a
	(ELCC 3.1b)	student learning and	Candidate can	comprehensive
	Candidate does not	safety.	demonstrate an	understanding of how to
	demonstrate an	Candidate partially	understanding of how to	apply legal principles to
	understanding of how	demonstrates an		
			apply legal principles to	promote educational equi
	to apply legal principles	understanding of	promote educational	and provide a safe,
	to promote educational	how to apply legal	equity and provide a safe,	effective, and efficient
	equity and provide a	principles to promote	effective, and efficient	facilities.
	safe, effective, and	educational equity	facilities.	
	efficient facilities.	and provide a safe,		
	(CLOC(11))	effective, and	1	1
	(ELCC 3.1e)	efficient facilities.		

culture and instructional program conducive to student learning and staff professional growth.				
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2A. Nurture and	Candidate cannot	Candidate can	Candidate can develop a	Candidate can effectively
sustain a culture of	develop a sustained	partially develop a	sustained approach to	develop a sustained
collaboration, trust,	approach to improve	sustained approach to	improve and maintain a	approach to improve and

learning, and high expectations.	and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.	improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.	positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.	maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.
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Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2C. Create a	Candidate does not	Candidate partially	Candidate can understand	Candidate
personalized and	understand and cannot	understands and can	and can apply human	comprehensively
motivating learning	apply human	partially apply	development theory,	understands and can apply
environment for	development theory,	human development	proven learning, and	human development theory,
students.	proven learning, and	theory, proven	motivational theories, and	proven learning, and
	motivational theories,	learning, and	concern for diversity to	motivational theories, and
	and concern for	motivational	the learning process.	concern for diversity to the
	diversity to the learning	theories, and concern	Candidate can understand	learning process.
	process.	for diversity to the	how to use appropriate	Candidate
	Candidate does not	learning process.	research strategies to	comprehensively
	understand how to use	Candidate partially	profile student	understands how to use
	appropriate research	understands how to	performance in a district	appropriate research
	strategies to profile	use appropriate	and analyze differences	strategies to profile student
	student performance in	research strategies to	among subgroups.	performance in a district
	a district and analyze	profile student		and analyze differences
	differences among	performance in a		among subgroups.
	subgroups.	district and analyze		
		differences among		
		subgroups.		

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 572 APA:

You are to review and evaluate a district's **staff development plan** and its plan for assisting the marginal teacher. During the developmental process of this activities program you must become aware of the knowledge you need to accomplish the following:

- 1. Review and evaluate a district's staff development plan for its ability to develop effective professionals that can realize district goals. Make recommendations for improvement.
- 2. In light of this objective, evaluate the district's plan for assisting the marginal teacher and make recommendations for improvement.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (2F, and 3D).

- 2F. Develop the instructional and leadership capacity of staff.
- 3D. Develop the capacity for distributed leadership.

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

<u>Scoring Guide:</u>

ISLLC Standard #2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school
culture and instructional program conducive to student learning and staff professional growth.

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2F. Develop the instructional and leadership capacity of staff.	Candidate cannot develop personal professional growth plans that reflect commitment to life-	Candidate can partially develop personal professional growth plans that reflect commitment	Candidate can develop personal professional growth plans that reflect commitment to life-long learning and best	Candidate can effectively develop personal professional growth plans that reflect commitment to life-long learning and best
	long learning and best practices. (ELCC 2.4c)	to life-long learning and best practices.	practices.	practices.

ISLLC Standard #3: An education leader promotes the success of every student by ensuring management of the organization,					
operation, and resources for a safe, efficient, and effective learning environment.					
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4	
3D. Develop the	Candidate does not	Candidate has a	Candidate does	Candidate has a	
capacity for distributed	understand the	partial	understand the dynamics	comprehensive	
leadership.	dynamics of distributed	understanding of the	of distributed leadership	understanding of the	
	leadership and cannot	dynamics of	and can implement its	dynamics of distributed	
	implement its	distributed leadership	components among staff	leadership and can	
	components among	and can partially	members.	effectively implement its	
	staff members.	implement its		components among staff	
		components among		members.	
		staff members.			