

Distributed Teacher and Leader Education

EDL 595 – Research Project Seminar Assessment

Brief Description

ELCC standard 1.4 is Steward A Vision. The essence of this standard is encapsulated in sub-element b:

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

Within the SBU Educational Leadership Program there is a realization that educational leaders are constantly faced with challenges, problems, issues and needs. When does an effective leader move beyond the limits of personal knowledge and research the current literature for advice and guidance? In education, as with any organization, too much time and resources are spent trying to fix symptoms. Educational leaders must become astute at recognizing the difference between symptoms, problems and the causes of problems if meaningful changes are to be designed and implemented. Gathering information and understandings from the literature can assist the educational leader in designing a comprehensive plan for solving problems. Hence, there is an underlying goal of the Educational Leadership Program to develop each candidate into effective "consumers of research". A course within the Educational Leadership Program is called Project Seminar (CEQ 595) which enables our candidates (aspiring educational leaders) to learn how to recognize the difference between symptoms, problems and the causes of problems, and become skilled at gathering information and understandings from the literature with the goal of designing comprehensive plans for solving problems. The course teaches that successful educational leaders must be able to identify, clarify and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations.

Alignment to Standards

The assessment is used by the instructor at the end of EDL 595, Research Project Seminar, to determine whether candidates have developed the **knowledge**, skills and

dispositions pursuant to specific ISLLC standards that are aligned to the above goal. It assesses the **professional and pedagogical knowledge and skills** necessary to **support student learning and development** by consulting relevant literature and devise pertinent plans that will improve aspects of the educational system. For purposes of NCATE evaluation, only the results for **ISLLC leadership standards 1B, 1D, 4A and 6C** will be evaluated by the assessment.

- 1B Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.
- 1D Promote continuous and sustainable improvement.
- 4A Collect and analyze data and information pertinent to the educational environment.
- 6C Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.

Scoring Guide

The faculty member teaching Project Seminar evaluates each candidate using a 4-point rubric for each of the ISLLC leadership standards listed in this assessment tool. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. Note: Evaluators should use the ELCC sub-elements listed in the boxes for assistance during the evaluation process. Not all of the ELCC sub-elements have to be observed during the internship.

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	Unacceptable - 1	Min Meets - 2	Meets Standards -	Distinguished - 4		
Function			3			
1B. Collect and	Candidate does not	Candidate	Candidate can	Candidate		
use data to	demonstrate the	demonstrates the	demonstrate the ability	demonstrates a		
identify goals,	ability to use data-	ability to use some	to use data-based	comprehensive use of		
assess	based research	data-based research	research strategies and	data-based research		
	strategies and strategic	strategies and	strategic planning	strategies and strategic		
organizational	planning processes	strategic planning	processes that focus on	planning processes		
effectiveness,	that focus on student	processes that focus	student learning to	that focus on student		
and promote	learning to develop a	on student learning	develop a vision,	learning to develop a		
organizational	vision, drawing on	to develop a vision,	drawing on relevant	vision, drawing on		
learning.	relevant information	drawing on relevant	information sources such	relevant information		
icarinig.	sources such as	information sources	as student assessment	sources such as		
	student assessment	such as student	results, student and	student assessment		
	results, student and	assessment results,	family demographic	results, student and		
	family demographic	student and family	data, and an analysis of	family demographic		
	data, and an analysis	demographic data,	community needs.	data, and an analysis		
	of community needs.	and an analysis of		of community needs.		
	(ELCC 1.2b)	community needs.	Candidate can			
			understand the theory	Candidate has a		
	Candidate does not	Candidate partially	and research related to	comprehensive		
	understand the theory	understands the	organizational and	understanding of the		
	and research related	theory and research	educational leadership.	theory and research		
	to organizational and	related to		related to		
		organizational and		organizational and		

Scoring Guide:

	educational	educational		educational		
	leadership. (ELCC 1.4b)	leadership.		leadership.		
1D. Promote	Unacceptable - 1	Min Meets - 2	Meets Standards -	Distinguished - 4		
continuous and	•		3	0		
sustainable	Candidate does not	Candidate	Candidate can	Candidate		
improvement.	demonstrate the	demonstrates the	demonstrate the ability	demonstrates a strong		
mprovementi	ability to articulate the	ability to partially	to articulate the	ability to articulate the		
	components of this	articulate the	components of this	components of this		
	vision for a district and	components of this	vision for a district and	vision for a district and		
	the leadership	vision for a district	the leadership processes	the leadership		
	processes necessary to	and the leadership	necessary to implement	processes necessary to		
	implement and	processes necessary	and support the vision.	implement and		
	support the vision.	to implement and		support the vision.		
	(ELCC 1.2a)	support the vision.		aturdant ku		
ISLLC Standard #4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community						
				se community		
	ds, and mobilizing					
Standard	Unacceptable - 1	Min Meets - 2	Meets Standards -	Distinguished - 4		
Function			3			
4A.Collect and	Candidate does not	Candidate partially	Candidate can engage in	Candidate regularly		
analyze data and	engage in the	engages in the	the collection,	engages in the		
information	collection,	collection,	organization, and	collection,		
pertinent to the	organization, and	organization, and	analysis of a variety of	organization, and		
educational	analysis of a variety of information, including	analysis of a variety of information,	information, including student performance	analysis of a variety of information, including		
environment.	student performance	including student	data, required to assess	student performance		
environment.	data, required to	performance data,	progress toward a	data, required to		
	assess progress toward	required to assess	district's vision, mission,	assess progress toward		
	a district's vision,	progress toward a	and goals.	a district's vision,		
	mission, and goals.	district's vision,		mission, and goals.		
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			e success of every			
understanding, re cultural context.	6: An education lea sponding to, and i	ader promotes th nfluencing the po	olitical, social, econ	omic, legal, and		
understanding, re cultural context. Standard Function	6: An education lea sponding to, and i Unacceptable - 1	ader promotes th nfluencing the po Min Meets - 2	Ditical, social, econ Meets Standards - 3	omic, legal, and Distinguished - 4		
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