

ED. LEADERSHIP ASSESSMENT DATA CHARTS

Application of Data Literacy

Use of Research

Data Analysis

Collaborative Activities

Technology

Dispositions, Laws/Policies, Ethics

Diversity (white)

STATEWIDE RESULTS ASSESSMENT 3									
University name									
MASTERS PROGRAM									
N = 14									
		EXCEEDED EXPECTATIONS (4)		MET EXPECTATIONS (3)		MINIMALLY MET EXPECTATIONS (2)		EXPECTATIONS NOT MET (1)	
Goals	Program completers demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation. (NELP 1.2; PSEL 10b; CAEP RA1.1 Data Analysis)	0	0.0%	12	85.7%	2	14.3%	0	0.0%
CAEP A1.1 - Research	Program completers demonstrate the use of research to identify specific research-based strategies designed to promote the turn-around process. (CAEP RA1.1 Research)	1	7.1%	2	14.3%	12	85.7%	0	0.0%

Overall Plan	Program completers demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs. (NELP 4.1; PSEL 10e; CAEP RA1.1 Data Analysis)	0	0.0%	6	42.9%	8	57.1%	0	0.0%
Monitoring	Program completers demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems. (NELP 4.2; PSEL 10c; CAEP RA1.1 Data Literacy)	0	0.0%	7	50.0%	7	50.0%	0	0.0%
Implementation	Program completers demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being. (NELP 4.3; PSEL 10d; CAEP RA1.1 Collaboration)	0	0.0%	3	21.4%	11	78.6%	0	0.0%
	TOTALS	1	7%	3	42.3%	4	56.3%	0	0.0%

ASSESSMENT #4									
MASTER'S PROGRAM									
N = 10									
		EXCEEDED EXPECTATIONS (4)		MET EXPECTATIONS (3)		MINIMALLY MET EXPECTATIONS (2)		EXPECTATIONS NOT MET (1)	
Equitable Access	Program completers understand equitable access, how to use resources to enhance lessons, and can provide developmental feedback to teachers related to equitable access directly related to evidences cited in the lesson. (NELP 4.2; PSEL 10d; CAEP RA1.1 Collaboration)	0	0.0%	7	70.0%	3	30.0%	0	0.0%
High Quality Practice	Program completers are knowledgeable of high-quality instructional practices that lead to student success and teacher growth and are able to provide teachers with development feedback in this area directly related to evidences cited in the lesson. (NELP 4.2; PSEL 10d; CAEP RA1.1 Data literacy)	0	0.0%	7	70.0%	3	30.0%	0	0.0%
Assessment of Student Learning	Program completers are knowledgeable in the collective use of instruction, pedagogy, student learning, evaluation, and data to improve student learning. Completers are able to provide teachers with development feedback in this area directly related to evidences cited in the lesson. (NELP 4.3; PSEL 10c; CAEP RA1.1 Applications of Data Literacy)	0	0.0%	6	60.0%	4	40.0%	0	0.0%

Lesson Feedback	Program completers are able to provide relevant, developmental feedback to the teacher directly related to evidences cited in the lesson. (NELP 4.4; PSEL 10f; CAEP RA1.1 Data Analysis and Evidence)	0	0.0%	7	70.0%	3	30.0%	0	0.0%
Behavior Support	Program completers are knowledgeable of equitable, inclusive, culturally responsive practices that foster a safe classroom environment centered around students' individual and collective needs. Completers are able to provide teachers with development feedback in this area directly related to evidences cited in the lesson. (NELP 7.3; PSEL 6h; CAEP RA1.1 Collaboration)	2	20.0%	5	50.0%	3	30.0%	0	0.0%
Professional Development	Program completers are knowledgeable of high-quality instructional practices, able to identify strengths and deficiencies in instruction, and provide developmental instructional support to teachers to positively impact efficacy and student outcomes. (NELP 7.3; PSEL 6h; CAEP RA1.1 Collaboration)	2	20.0%	5	50.0%	3	30.0%	0	0.0%
Collaborative Efforts	Program completers are knowledgeable of instructional strategies that support teacher growth and are able to set career and instructional targets that improve teacher efficacy and student outcomes. (NELP 7.3; PSEL 6h; CAEP RA1.1 Collaboration)	0	0.0%	8	80.0%	2	20.0%	0	0.0%
	TOTALS	4	5.71%	45	#####	21	30.00%	0	0.00%

STATEWIDE RESULTS ASSESSMENT 5									
University name									
MASTER'S PROGRAM									
N = 7									
		EXCEEDED EXPECTATIONS (4)		MET EXPECTATIONS (3)		MINIMALLY MET EXPECTATIONS (2)		EXPECTATIONS NOT MET (1)	
Part A	Candidates analyze emergency situations to identify strategic and tactical challenges and enact policies and practices for emergency response. (NELP 6.1; PSEL 9a; CAEP RA1.1 Dispositions, laws, and policies)	1	14.3%	4	57.1%	2	28.6%	0	0.0%
Part C	Candidates demonstrate the capacity to advocate data-informed and equitable resourcing needed for future emergency response. (NELP 6.2; PSEL9d.; CAEP RA1.1 Data analysis)	0	0.0%	3	42.9%	4	57.1%	0	0.0%
Part B	Candidates demonstrate capacity to assess, manage, and monitor the emergency response. (NELP 6.3; PSEL 9h; CAEP RA1.1 Dispositions, laws, and policies)	1	14.3%	4	57.1%	2	28.6%	0	0.0%
TOTALS		9	32.1%	11	39.3%	8	28.6%	0	0.0%

STATEWIDE RESULTS ASSESSMENT 6									
University name									
MASTER'S PROGRAM									
N = 9									
		EXCEEDED EXPECTATIONS (4)		MET EXPECTATIONS (3)		MINIMALLY MET EXPECTATIONS (2)		EXPECTATIONS NOT MET (1)	
Part A	Candidate demonstrates awareness of the diverse needs of families and students in the school and community (NELP 5.1, PSEL 8.b, CAEP RA1.1 Diversity)	0	0.0%	5	55.6%	4	44.4%	0	0.0%
Part B	Candidate demonstrates the diversity and demographical data represented within the school and neighboring community and use it to cultivate change. (NELP 5.2, PSEL 8.f, CAEP RA1.1 Collaboration)	0	0.0%	4	44.4%	5	55.6%	0	0.0%
Part C	Candidate understands and demonstrates the capacity to build and sustain productive partnerships working to advocate for school and community needs (NELP 5.3, PSEL 8.b, CAEP RA1.1 Collaboration)	0	0.0%	3	33.3%	5	55.6%	1	11.1%
Part D	Candidate demonstrates engagement represented within the school and neighboring community and uses it to cultivate change. (NELP 5.2, PSEL 8.f, CAEP RA1.1 Collaboration)	1	11.1%	3	33.3%	5	55.6%	0	0.0%
TOTALS		1	2.8%	15	41.7%	19	52.8%	1	2.8%

M.S. in Educational Leadership Dispositions

1. The candidate protects confidential information concerning students and/or colleagues unless the law requires disclosure (Confidentiality:PSEL 2-b, NELP 2.1, MS Code of Ethics Standard 9)		
Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Needs Improvement(2)	0	0%
Meets Standard(3)	3	100%
Exceeds Standard(4)	0	0%
N/A	0	0%
Total Responses:	3	
2. The candidate demonstrates maturity and sound judgment in all interactions with peers, university and P-12 personnel, students, and parents. (Professional Conduct: PSEL 2-a, NELP 2.1, MS Code of Ethics Standard 5)		
Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Needs Improvement(2)	1	33.33%
Meets Standard(3)	2	66.67%
Exceeds Standard(4)	0	0%
N/A	0	0%
Total Responses:	3	
3. The candidate follows all federal, state, local, local school board, university, and P-12 school policies, laws and statutes including but not limited to policies for alcohol, drug, tobacco, public funds/property, remunerative conduct, and social media use. (Legal		

Behavior: PSEL 9-h, NELP 6.3, MS Code of Ethics Standard 3)		
Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Needs Improvement(2)	0	0%
Meets Standard(3)	3	100%
Exceeds Standard(4)	0	0%
N/A	0	0%
Total Responses:	3	
4. The candidate exemplifies honesty and integrity (honesty, tact, and fairness) with all stakeholders during his/her time in the program. (Professional Norms:PSEL 2-b, NELP 2.1, MS Code of Ethics Standard 2)		
Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Needs Improvement(2)	0	0%
Meets Standard(3)	3	100%
Exceeds Standard(4)	0	0%
N/A	0	0%
Total Responses:	3	
5. The candidate accepts constructive feedback in a positive manner. (Actionable Feedback: PSEL 6-e, NELP 7.4, MS Code of Ethics Standard 1)		
Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Needs Improvement(1)	2	66.67%
Meets Standard(3)	1	33.33%
Exceeds Standard(4)	0	0%
N/A	0	0%
Total Responses:	3	
6. The candidate demonstrates the capacity to collaboratively engage and cultivate relationships		

with diverse stakeholders. (Diversity: PSEL 8-f, NELP 5.2, MS Code of Ethics Standard 4)		
Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Needs Improvement(2)	1	33.33%
Meets Standard(3)	2	66.67%
Exceeds Standard(4)	0	0%
N/A	0	0%
Total Responses:	3	
7. The candidate advocates for fair and equitable opportunities for all stakeholders in a non-discriminatory manner. (Equitable Access: PSEL 6-c, NELP 3.2, MS Code of Ethics Standard 2)		
Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Needs Improvement(2)	1	33.33%
Meets Standard(3)	2	66.67%
Exceeds Standard(4)	0	0%
N/A	0	0%
Total Responses:	3	
8. The candidate maintains an ethical, professional relationship with stakeholders, including educator/student interactions. (Building Ethical Relationships: PSEL 2-a, NELP 2.3, MS Code of Ethics Standard 4)		
Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Needs Improvement(2)	0	0%
Meets Standard(3)	3	100%
Exceeds Standard(4)	0	0%
N/A	0	0%
Total Responses:	3	

9. The candidate demonstrates capacity to foster and develop a collaborative culture conducive to promoting high-quality student learning. (Positive Impact on Learning: PSEL 4-a, NELP 4.4, MS Code of Ethics Standard 1)		
Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Needs Improvement(2)	2	66.67%
Meets Standard(3)	1	33.33%
Exceeds Standard(4)	0	0%
N/A	0	0%
Total Responses:	3	

ASSESSMENT DATA CHARTS (Three cycles of data for each of the three assessments)

Spring 2018 – Assessment #1 Data

INSTRUCTIONAL LEADERSHIP PLAN RUBRIC–EDAD 513

n=2

	<i>Evaluation Criteria:</i>	<i>1 Poi nt</i>	<i>2 Poin ts</i>	<i>3 Poin ts</i>	<i>4 Poin ts</i>
<i>1</i>	<i>Candidate’s ILP includes a 3-5 page composition.</i>		50%	50%	
<i>2</i>	<i>The ILP includes a 5-8 page “Description of a Selected School for Needs Assessment.”</i>			100%	
<i>3</i>	<i>The document entitled, “Selected School (name of actual school), An Assessment of Needs,” describes the conduction of an actual needs assessment for the selected school.</i>			100%	

4	<i>There is a list of Strengths and Weaknesses related to data included.</i>			50%	50%
5	<i>Candidate includes a plan for improving student achievement.</i>		50%	50%	
6	<i>The essay on potential moral and legal consequences for the decisions made for the activities required in Phase I was scholarly written.</i>			50%	50%
7	<i>Candidate's presents a PowerPoint Presentation.</i>		50%	50%	

Spring 2017 – Assessment #1 Data

INSTRUCTIONAL LEADERSHIP PLAN RUBRIC–EDAD 513

n= 9

	<i>Evaluation Criteria:</i>	<i>1 Point</i>	<i>2 Points</i>	<i>3 Points</i>	<i>4 Points</i>
1	<i>Candidate's ILP includes a 3-5 page composition.</i>		22%	44%	33%
2	<i>The ILP includes a 5-8 page "Description of a Selected School for Needs Assessment."</i>		22%	44%	33%

3	<i>The document entitled, "Selected School (name of actual school), An Assessment of Needs," describes the conduction of an actual needs assessment for the selected school.</i>		12%	44%	44%
4	<i>There is a list of Strengths and Weaknesses related to data included.</i>			44%	56%
5	<i>Candidate includes a plan for improving student achievement.</i>		12%	22%	66%
6	<i>The essay on potential moral and legal consequences for the decisions made for the activities required in Phase I was scholarly written.</i>		22%	56%	22%
7	<i>Candidate's presents a PowerPoint Presentation.</i>			44%	56%

Spring 2016 Assessment #1 Data

INSTRUCTIONAL LEADERSHIP PLAN RUBRIC–EDAD 513

n= 4

<i>Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</i>					
	<i>Evaluation Criteria:</i>	<i>1 Point</i>	<i>2 Points</i>	<i>3 Points</i>	<i>4 Points</i>
<i>1</i>	<i>Candidate's ILP includes a 3-5 page composition.</i>			<i>50%</i>	<i>50%</i>
<i>2</i>	<i>The ILP includes a 5-8 page "Description of a Selected School for Needs Assessment."</i>			<i>75%</i>	<i>25%</i>
<i>3</i>	<i>The document entitled, "Selected School (name of actual school), An Assessment of Needs," describes the conduction of an actual needs assessment for the selected school.</i>			<i>75%</i>	<i>25%</i>
<i>4</i>	<i>There is a list of Strengths and Weaknesses related to data included.</i>			<i>50%</i>	<i>50%</i>

5	<i>Candidate includes a plan for improving student achievement.</i>			50%	50%
6	<i>The essay on potential moral and legal consequences for the decisions made for the activities required was scholarly written.</i>			50%	50%
7	<i>Candidate's presents a PowerPoint Presentation.</i>			75%	25%

ASSESSMENT #2 – PORTFOLIO

Fall 2016 – Data

(n=1)

<i>Item</i>	<i>Assigned Task/Responsibilities Experience</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>
<i>1</i>	<i>Collaborate with faculty and community members to obtain and analyze the school's assessment data from the previous year. Prepare a summary of your findings including strengths and weaknesses, and a list of the greatest challenges that are revealed from the data. Provide a rationale for your selection and discuss these with the site supervisor to obtain feedback. (ELCC 4.1)</i>		<i>100%</i>		
<i>2</i>	<i>Review the School Vision Statement. Discuss with the site supervisor on the need to revise the vision statement with input from all stakeholders. Write a summary of the outcome of your discussion with the site supervisor. (ELCC 1.1)</i>	<i>100%</i>			

3	<p>Visit one community service agency to observe, investigate or volunteer. Prepare a written report of this experience, your involvement and the information that will benefit you as a school leader. Obtain a written release from a representative of the agency verifying your participation. Review ELCC Standards IV and VI to obtain ideas for selecting an appropriate Community Service Projects. You are to volunteer for (20) hours of service, prepare a summary of your experiences, knowledge gained and obtain a certificate of completion documenting your contributions to the agency.</p> <p>(ELCC 4.4)</p>			100%	
4	<p>All artifacts, documents and evidence compiled across the internship are to be submitted in your portfolio at the end of the semester to your assigned university Supervisor. (ELCC 4.2)</p>	100%			
5	<p>Prepare a weekly log to denote your time spent and a summary of the activities completed. You will need to obtain signatures from the site supervisor. (ELCC 7.1)</p>	100%			
6	<p>Attend all campus based seminars to share your knowledge, skills, and dispositions regarding the internship. (ELCC 7.2)</p>		100%		
7	<p>Prepare a profile of the school which includes specific information on student data, organizational effectiveness and learning strategies, instructional program planning, and other variables that impact student achievement and attainment of school goals. (ELCC 1.2)</p>		100%		
8	<p>Review the profile of the school and cite examples of diverse practices in programs, curriculum and instructional practices. Develop a plan to recognize and celebrate one aspect with stakeholders.</p> <p>(ELCC 2.2)</p>			100%	

9	with Curriculum committee to develop multiple measures of data collection, evaluation, and analysis. Obtain guidance, requirements and expectation from the site supervisor. (ELCC 2.2)		100%		
10	a team or group of stakeholders in a review of the school's vision and mission statement. Look for opportunities to use these as a guide in all of your assigned tasks.(ELCC 1.1)			100%	
11	ist with the planning, implementation and evaluation of professional development activities ELCC 2.3)	100%			
12	ew the school polices on handling school funds, student records, and procedures for the overall operation of the school (ELCC 3.1)	100%			
13	ew the school policies on issues related to social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school. (ELCC 5.5)	100%			
14	t in the supervision of students at various intervals during the day, and also during bus/transportation supervision. Prepare a summary of your findings, concerns and any recommendations made to improve the process. (ELCC 3.3)	100%			
15	with the site supervisor to discuss the current school budget. Determine the procedure that the district must follow to obtain approval. Record your findings. (ELCC 3.2)		100%		
16	are memos according to the needs of the school leader for various stakeholders – parent meetings, faculty meetings, fundraisers, etc., (ELCC 4.4)		100%		
17	ew the required text for a specific grade level. Compare the content to the current assessment. Meet with the grade level teachers and gather their input on the effectiveness of the text in meeting student needs. Record your findings in your weekly reflections. (ELCC 2.3)	100%			

18	<i>Compile a requisition online or a written copy for a service or school supply. Check with the site supervisor or office manager to ensure that you have addressed all district guidelines. (ELCC 3.2)</i>			100%	
19	<i>Review the procedures for the opening and closing of the semester. Observe or take an active part in these procedures. Critique the effectiveness and major concerns of the procedures. Include the critique in the portfolio (ELCC 3.1)</i>	100%			
20	<i>Review data on student achievement from weekly, grading periods, or standardized test. Analyze the strengths and weakness. Identify the greatest area of need. Develop a plan to acquire technology to improve the teaching and learning process. (ELCC 2.4)</i>		100%		

ASSESSMENT #2 – PORTFOLIO

Fall 2016 – Data

(n=1)

<i>Item</i>	<i>Assigned Task/Responsibilities Experience</i>	4	3	2	1
<i>1</i>	<i>Collaborate with faculty and community members to obtain and analyze the school's assessment data from the previous year. Prepare a summary of your findings including strengths and weaknesses, and a list of the greatest challenges that are revealed from the data. Provide a rationale for your selection and share these with the site supervisor to obtain feedback. (ELCC 4.1)</i>		<i>100%</i>		
<i>2</i>	<i>Review the School Vision Statement. Discuss with the site supervisor on the need to revise the vision statement with input from all stakeholders. Write a summary of the outcome of your discussion with the site supervisor. (ELCC 1.1)</i>	<i>100%</i>			
<i>3</i>	<i>Visit one community service agency to observe, investigate or volunteer. Prepare a written report of this experience, your involvement and the information that will benefit you as a school leader. Obtain a written release from a representative of the agency verifying your participation. Review ELCC Standards IV and VI to obtain ideas for selecting an appropriate Community Service Project. You are to volunteer twenty (20) hours of service, prepare a summary of your experiences, knowledge gained and obtain a letter of completion certifying your contributions to the agency. (ELCC 4.4)</i>			<i>100%</i>	
<i>4</i>	<i>All artifacts, documents and evidence compiled across the internship are to be submitted in your portfolio at the end of the semester to your assigned university Supervisor. (ELCC 4.2)</i>	<i>100%</i>			
<i>5</i>	<i>Prepare a weekly log to denote your time spent and a summary of the activities completed. You will need to obtain signatures from the site supervisor. (ELCC 7.1)</i>	<i>100%</i>			

6	Lead all campus based seminars to share your knowledge, skills, and dispositions regarding the internship. (ELCC 7.2)		100%		
7	Prepare a profile of the school which includes specific information on student data, organizational effectiveness and learning strategies, instructional program planning, and other variables that impact student achievement and attainment of school goals. (ELCC 1.2)		100%		
8	Review the profile of the school and cite examples of diverse practices in programs, curriculum and instructional practices. Develop a plan to recognize and celebrate one aspect with stakeholders. (ELCC 2.2)			100%	
9	Collaborate with Curriculum committee to develop multiple measures of data collection, evaluation, and analysis. Seek guidance, requirements and expectation from the site supervisor. (ELCC 2.2)		100%		
10	Lead a team or group of stakeholders in a review of the school's vision and mission statement. Look for opportunities to use these as a guide in all of your assigned tasks.(ELCC 1.1)			100%	
11	Assist with the planning, implementation and evaluation of professional development activities (ELCC 2.3)	100%			
12	Review the school policies on handling school funds, student records, and procedures for the overall operation of the school (ELCC 3.1)	100%			
13	Review the school policies on issues related to social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school. (ELCC 5.5)	100%			
14	Observe and document in the supervision of students at various intervals during the day, and also during bus/transportation supervision. Prepare a summary of your findings, concerns and any recommendations made to improvement process. (ELCC 3.3)	100%			

15	<i>with the site supervisor to discuss the current school budget. Determine the procedure that the district to obtain approval. Record your findings. (ELCC 3.2)</i>		100%		
16	<i>are memos according to the needs of the school leader for various stakeholders – parent meetings, faculty meetings, fundraisers, etc., (ELCC 4.4)</i>		100%		
17	<i>review the required text for a specific grade level. Compare the content to the current assessment. Meet with grade level teachers and gather their input on the effectiveness of the text in meeting student needs. Record findings in your weekly reflections. (ELCC 2.3)</i>	100%			
18	<i>compile a requisition online or a written copy for a service or school supply. Check with the site supervisor or the manager to ensure that you have addressed all district guidelines. (ELCC 3.2)</i>			100%	
19	<i>review the procedures for the opening and closing of the semester. Observe or take an active part in these procedures. Critique the effectiveness and major concerns of the procedures. Include the critique in the portfolio (ELCC 3.1)</i>	100%			
20	<i>review data on student achievement from weekly, grading periods, or standardized test. Analyze the strengths and weakness. Identify the greatest area of need. Develop a plan to acquire technology to improve the teaching and learning process. (ELCC 2.4)</i>		100%		

ASSESSMENT #2 – PORTFOLIO

Spring 2018 – Data

(n=1)

<i>Item</i>	<i>Assigned Task/Responsibilities Experience</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>
<i>1</i>	<i>Collaborate with faculty and community members to obtain and analyze the school's assessment data from the previous year. Prepare a summary of your findings including strengths and weaknesses, and a list of the greatest challenges that are revealed from the data. Provide a rationale for your selection and discuss these with the site supervisor to obtain feedback. (ELCC 4.1)</i>	<i>100%</i>			
<i>2</i>	<i>Review the School Vision Statement. Discuss with the site supervisor on the need to revise the vision statement with input from all stakeholders. Write a summary of the outcome of your discussion with the site supervisor. (ELCC 1.1)</i>	<i>100%</i>			
<i>3</i>	<i>Visit one community service agency to observe, investigate or volunteer. Prepare a written report of this experience, your involvement and the information that will benefit you as a school leader. Obtain a written response from a representative of the agency verifying your participation. Review ELCC standards IV and VI to obtain ideas for selecting an appropriate Community Service Projects. You are to volunteer twenty (20) hours of service, prepare a summary of your experiences, knowledge gained and submit a letter of completion documenting your contributions to the agency. (ELCC 4.4)</i>	<i>100%</i>			
<i>4</i>	<i>Artifacts, documents and evidence compiled across the internship are to be submitted in your portfolio by the end of the semester to your assigned university Supervisor. (ELCC 4.2)</i>		<i>100%</i>		

5	<i>are a weekly log to denote your time spent and a summary of the activities completed. You will need obtain signatures from the site supervisor. (ELCC 7.1)</i>	100%			
6	<i>and all campus based seminars to share your knowledge, skills, and dispositions regarding the relationship. (ELCC 7.2)</i>	100%			
7	<i>are a profile of the school which includes specific information on student data, organizational effectiveness and learning strategies, instructional program planning, and other variables that impact student achievement and attainment of school goals. (ELCC 1.2)</i>		100%		
8	<i>review the profile of the school and cite examples of diverse practices in programs, curriculum and instructional practices. Develop a plan to recognize and celebrate one aspect with stakeholders. (ELCC 2.2)</i>		100%		
9	<i>work with Curriculum committee to develop multiple measures of data collection, evaluation, and analysis. Obtain guidance, requirements and expectation from the site supervisor. (ELCC 2.2)</i>	100%			
10	<i>work with a team or group of stakeholders in a review of the school's vision and mission statement. Look for opportunities to use these as a guide in all of your assigned tasks.(ELCC 1.1)</i>	100%			
11	<i>assist with the planning, implementation and evaluation of professional development activities ELCC 2.3)</i>	100%			
12	<i>review the school policies on handling school funds, student records, and procedures for the overall operation of the school (ELCC 3.1)</i>		100%		
13	<i>review the school policies on issues related to social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school. (ELCC 5.5)</i>	100%			

14	<i>Participate in the supervision of students at various intervals during the day, and also during transportation supervision. Prepare a summary of your findings, concerns and any recommendations made to improve the process. (ELCC 3.3)</i>	100%			
15	<i>Meet with the site supervisor to discuss the current school budget. Determine the procedure that the district uses to obtain approval. Record your findings. (ELCC 3.2)</i>	100%			
16	<i>Write memos according to the needs of the school leader for various stakeholders – parent meetings, faculty meetings, fundraisers, etc., (ELCC 4.4)</i>	100%			
17	<i>Review the required text for a specific grade level. Compare the content to the current assessment. Meet with the grade level teachers and gather their input on the effectiveness of the text in meeting student needs. Record your findings in your weekly reflections. (ELCC 2.3)</i>	100%			
18	<i>Obtain a requisition online or a written copy for a service or school supply. Check with the site supervisor or office manager to ensure that you have addressed all district guidelines. (ELCC 3.2)</i>	100%			
19	<i>Review the procedures for the opening and closing of the semester. Observe or take an active part in the procedures. Critique the effectiveness and major concerns of the procedures. Include the critique in the portfolio (ELCC 3.1)</i>	100%			
20	<i>Review data on student achievement from weekly, grading periods, or standardized test. Analyze the strengths and weakness. Identify the greatest area of need. Develop a plan to acquire technology to improve the teaching and learning process. (ELCC 2.4)</i>		100%		

ASSESSMENT #2 – PORTFOLIO

Fall 2018 – Data

(n=3)

<i>Item</i>	<i>Assigned Task/Responsibilities Experience</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>
<i>1</i>	<i>Collaborate with faculty and community members to obtain and analyze the school's assessment data from the previous year. Prepare a summary of your findings including strengths and weaknesses, and a list of the greatest challenges that are revealed from the data. Provide a rationale for your selection and share these findings with the site supervisor to obtain feedback. (ELCC 4.1)</i>	<i>66%</i>	<i>33%</i>		
<i>2</i>	<i>Review the School Vision Statement. Discuss with the site supervisor on the need to revise the vision statement with input from all stakeholders. Write a summary of the outcome of your discussion with the site supervisor. (ELCC 1.1)</i>	<i>100%</i>			
<i>3</i>	<i>Visit one community service agency to observe, investigate or volunteer. Prepare a written report of this experience, your involvement and the information that will benefit you as a school leader. Obtain a written response from a representative of the agency verifying your participation. Review ELCC Standards IV and obtain ideas for selecting an appropriate Community Service Project. You are to volunteer twenty (20) hours of service, prepare a summary of your experiences, knowledge gained and obtain a letter of completion certifying your contributions to the agency. (ELCC 4.4)</i>	<i>100%</i>			
<i>4</i>	<i>Artifacts, documents and evidence compiled across the internship are to be submitted in your portfolio at the end of the semester to your assigned university Supervisor. (ELCC 4.2)</i>	<i>33%</i>	<i>66%</i>		

5	are a weekly log to denote your time spent and a summary of the activities completed. You will need to have signatures from the site supervisor. (ELCC 7.1)	100%			
6	Attend all campus based seminars to share your knowledge, skills, and dispositions regarding the internship. (ELCC 7.2)	100%			
7	Develop a profile of the school which includes specific information on student data, organizational effectiveness and learning strategies, instructional program planning, and other variables that impact student achievement and attainment of school goals. (ELCC 1.2)	33%	66%		
8	Review the profile of the school and cite examples of diverse practices in programs, curriculum and instructional practices. Develop a plan to recognize and celebrate one aspect with stakeholders. (ELCC 2.2)	66%	33%		
9	Collaborate with Curriculum committee to develop multiple measures of data collection, evaluation, and analysis. Obtain guidance, requirements and expectation from the site supervisor. (ELCC 2.2)	66%	33%		
10	Identify a team or group of stakeholders in a review of the school's vision and mission statement. Look for opportunities to use these as a guide in all of your assigned tasks.(ELCC 1.1)	100%			
11	Participate in the planning, implementation and evaluation of professional development activities (ELCC 2.3)	100%			
12	Review the school policies on handling school funds, student records, and procedures for the overall operation of the school (ELCC 3.1)		66%	33%	
13	Review the school policies on issues related to social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school. (ELCC 5.5)	33%	66%		

14	<i>Participate in the supervision of students at various intervals during the day, and also during bus/transportation supervision. Prepare a summary of your findings, concerns and any recommendations made to improvement process. (ELCC 3.3)</i>	100%			
15	<i>Meet with the site supervisor to discuss the current school budget. Determine the procedure that the district will use to obtain approval. Record your findings. (ELCC 3.2)</i>	100%			
16	<i>Write memos according to the needs of the school leader for various stakeholders – parent meetings, community meetings, fundraisers, etc., (ELCC 4.4)</i>	100%			
17	<i>Review the required text for a specific grade level. Compare the content to the current assessment. Meet with grade level teachers and gather their input on the effectiveness of the text in meeting student needs. Record your findings in your weekly reflections. (ELCC 2.3)</i>	100%			
18	<i>Complete a requisition online or a written copy for a service or school supply. Check with the site supervisor or office manager to ensure that you have addressed all district guidelines. (ELCC 3.2)</i>	100%			
19	<i>Review the procedures for the opening and closing of the semester. Observe or take an active part in these procedures. Critique the effectiveness and major concerns of the procedures. Include the critique in the portfolio (ELCC 3.1)</i>	66%	33%		
20	<i>Review data on student achievement from weekly, grading periods, or standardized test. Analyze the strengths and weakness. Identify the greatest area of need. Develop a plan to acquire technology to improve the teaching and learning process. (ELCC 2.4)</i>		66%	33%	

ASSESSMENT #3 - School Operations Plan - Fall 2016

EDAD 519

n=14

<i>School Operations –EDAD 519</i>					
<i>Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. (ELCC 3.2)</i>					
	<i>Evaluation Criteria:</i>	<i>1 Point</i>	<i>2 Points</i>	<i>3 Points</i>	<i>4 Points</i>
<i>1</i>	<i>The plan has an action plan that maximizes student achievement.</i>		<i>7%</i>	<i>36%</i>	<i>57%</i>
<i>2</i>	<i>The action plan has restructuring recommendations that impact student achievement.</i>		<i>7%</i>	<i>36%</i>	<i>57%</i>
<i>3</i>	<i>The action plan includes a description of the reorganization of faculty and staff.</i>			<i>50%</i>	<i>50%</i>
<i>4</i>	<i>The action plan recommended modification(s) of material resources.</i>			<i>21%</i>	<i>79%</i>
<i>5</i>	<i>The action plan provides recommendation of plant modifications or changes in school culture/climate.</i>			<i>21%</i>	<i>79%</i>
<i>6</i>	<i>The action plan includes an introduction of modified budget to justify allocation of funds.</i>			<i>50%</i>	<i>50%</i>

7	<i>The action plan includes a time-management plan for ILP implementation.</i>		7%	21%	71%
8	<i>The essay on potential moral and legal consequences for the decisions made for the activities required in Phase I was scholarly written.</i>		7%	21%	71%

Assessment #3 - Fall 2018

EDAD 519

n=2

<i>School Operations –EDAD 519</i>					
<i>Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. (ELCC 3.2)</i>					
	<i>Evaluation Criteria:</i>	<i>1 Point</i>	<i>2 Points</i>	<i>3 Points</i>	<i>4 Points</i>
<i>1</i>	<i>The plan has an action plan that maximizes student achievement.</i>				<i>100%</i>
<i>2</i>	<i>The action plan has restructuring recommendations that impact student achievement.</i>				<i>100%</i>
<i>3</i>	<i>The action plan includes a description of the reorganization of faculty and staff.</i>				<i>100%</i>
<i>4</i>	<i>The action plan recommended modification(s) of material resources.</i>				<i>100%</i>
<i>5</i>	<i>The action plan provides recommendation of plant modifications or changes in school culture/climate.</i>			<i>50%</i>	<i>50%</i>
<i>6</i>	<i>The action plan includes an introduction of modified budget to justify allocation of funds.</i>				<i>100%</i>
<i>7</i>	<i>The action plan includes a time-management plan for ILP implementation.</i>			<i>50%</i>	<i>50%</i>

8	<i>The essay on potential moral and legal consequences for the decisions made for the activities required in Phase I was scholarly written.</i>				100%
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**Course was offered for these two students as a graduation requirement to get them through the program.*

Assessment #3 - Spring 2019

EDAD 519

n=2

School Operations –EDAD 519					
Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. (ELCC 3.2)					
	Evaluation Criteria:	1 Point	2 Points	3 Points	4 Points
1	<i>The plan has an action plan that maximizes student achievement.</i>			50%	50%
2	<i>The action plan has restructuring recommendations that impact student achievement.</i>			50%	50%
3	<i>The action plan includes a description of the reorganization of faculty and staff.</i>				100%
4	<i>The action plan recommended modification(s) of material resources.</i>				100%

5	<i>The action plan provides recommendation of plant modifications or changes in school culture/climate.</i>			50%	50%
6	<i>The action plan includes an introduction of modified budge to justify allocation of funds.</i>			100%	
7	<i>The action plan includes a time-management plan for ILP implementation.</i>				100%
8	<i>The essay on potential moral and legal consequences for the decisions made for the activities required in Phase I was scholarly written.</i>			50%	50%

**Course was offered for these two students as a graduation requirement to get them through the program.*