FORMATTING ASSESSMENTS
AND CAEP SUFFICIENCY LEVELS

Assessment 6: Community Relations and Management

Description and its use in the program

Description: This is a state-wide common assessment that evaluates candidates' abilities to examine community perceptions and community data trends and develop plans for improvement, as they relate to financials, educational growth, demographics, amenities, issues, strengths and weaknesses. This assignment involves candidates reviewing past data from the previous 3-5 years and interviewing applicable persons in the school community. Initially, candidates are to identify community perceptions, as found in the local media of the district. (This will involve investigations beyond a common Google search.) Further, they are to take a deep dive into the community foundations and how they have supported, challenged or utilized school resources. The local events, changes, policies, barriers and accolades that have influenced leaders and policy in the school community should be catalogued. Secondly, candidates are to investigate community trends in demographics and economics in the community. Likewise, the community's amenities, attractions, cultural/recreational resources and uniqueness shall be reviewed and analyzed by candidates. Additionally, they should familiarize themselves with the structure of power and perceived influence in the community, as they are involved in the aforementioned areas. Finally, plans will be developed from the data analysis of community trends and perceptions to build plans for future leadership goals, changes and improvements in the prescribed categories.
Use in Program: This assessment is designed to provide future administrators with the skills necessary in developing effective school-based management/resource systems and school-community partnerships.

Purpose
The purpose of this assessment is for candidates to familiarize themselves with all aspects of the community, in order to better advocate for school improvement and for the needs of the school and community.

Administration
This assessment is designed to be administered towards the end of the program's progression.

Content of the Assessment

STANDARD	KEY ELEMENT	ELEMENT DESCRIPTION
CAEP 1.1	Research	Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies

CAEP 1.1	Diversity	Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.
NELP	5.1	Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.
NELP	5.2	Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.
NELP	5.3	Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.
PSEL	8b	Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students
PSEL	8c	Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
PSEL	8f	Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

Scoring

The rubric is based on a 4-point scale (1-2-3-4), with a target score of 3. Candidates need not score a "3" in each criterion but need a composite score of 75% (9 points). Candidates who are not successful in meeting the minimum level of proficiency on this assessment or who are struggling at any point, the process for remediation or removal from the program will be initiated.

Maximum Points Possible

Maximum available points for the assessment: 12

Administration

This instrument is administered by university instructors in EDAD 523. Instructors are required to view a presentation on the evaluation instrument and to complete a statewide online training module prior to evaluating teacher candidates. Upon completion of the training, a certificate of completion is awarded. Training is to be completed once every three years. The data summarized are representative of the summative evaluations by the instructor of record. Since there is one professor assigned to teach this course, calibration of scoring is not necessary. This course is taught on rotation and occurs towards the end of a candidate's program of study.

LEADERSHIP FOR SCHOOL – COMMUNITY RELATIONS AND MANAGEMENT

1. **Assessment Description:** This is a state-wide common assessment that evaluates candidates' abilities in developing effective school-based management/resource systems and school-community partnerships.
The objective for this assessment is for candidates to examine community perceptions and community data trends and develop plans for improvement, as they relate to financials, educational growth, demographics, amenities, issues, strengths and weaknesses. This assignment involves candidates reviewing past data from the previous 3-5 years and interviewing applicable persons in the school community. Initially, candidates are to identify community perceptions, as found in the local media of the district. (This will involve investigations beyond a common Google search.) Further, they are to take a deep dive into the community foundations and how they have supported, challenged or utilized school resources. The local events, changes, policies, barriers and accolades that have influenced leaders and policy in the school community should be catalogued. Secondly, candidates are to investigate community trends in demographics and economics in the community. Likewise, the community's amenities, attractions, cultural/recreational resources and uniqueness shall be reviewed and analyzed by candidates. Additionally, they should familiarize themselves with the structure of power and perceived influence in the community, as they are involved in the aforementioned areas. Finally, plans will be developed from the data analysis of community trends and perceptions to build plans for future leadership goals, changes and improvements in the prescribed categories.

2. **Alignment of Assessment with Standards:** This assessment is aligned to these NELP Standards: 5.1, 5.2, 5.3 and PSEL Standards 8.b, 8.c, 8.f
   - NELP 5.1, PSEL 8.c Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.
   - NELP 5.2, PSEL 8.f Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.
   - NELP 5.3, PSEL 8.b Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

Purpose of the Assessment:
The purpose of this assessment is for candidates to familiarize themselves with all aspects of the community, in order to better advocate for school improvement and for the needs of the school and community.

Directions to Candidates

Interview families, the school community and community partners to identify their uniqueness, values, biases, and identity. In addition, utilize print resources, such as newspapers or other public records, which offer insight into what is important to the community. The following checklist or steps serves to help you complete the Communication Plan. The organization grid that follows is to be used at the discretion of your instructor for organizational purposes.

*Scoring: Earning a point of "4" in each section is the highest grading that can be received. **Read the entire document carefully. Pay close attention to the rubric from which a grade will be determined.***

[Your instructor will direct you as to how to derive an overall numerical and/or letter grade. (i.e. 4 X 4 sections = 16-point total. The total points will be multiplied by 6.25 to calculate the final numerical and letter grade. Hence, 16 X 6.25 = 100.)

Checklist for Community Relations and Management Plan

*Narrative (8-10 page maximum and 10 resource minimum). (**Use APA formatting to document findings or through other means as directed.**)*

- *Select a school community and offer details about its demographics and uniqueness.*
- *For each of the following sections (a. – e.) Engage with pertinent stakeholders to develop each part of the plan to:*
  - *Engage and set goals*
  - *Create new processes to reach those goals*
  - *Develop plans to implement the processes to reach the goals*
  - *Devise a plan to review, evaluate and revise the entire communication plan, in order to receive continuous feedback and to use that feedback to develop plans for ongoing improvement*

The EPP and/or instructor will direct candidates as to how many interviews and/or resources to include in each section.

- *Part A: Identify areas of perception and need as viewed by the school and school community. Interview school and community leaders, as per your professor's directions, to gain insight about perceptions and document your sources. (The instructor will direct candidates as to how many interviews and/resources to include.) (NELP 5.1, PSEL 8.C)*

- *Part B: Focus on trends as revealed by both quantitative and qualitative data analysis found in print and public records and analyze the trends with community partners. Document your resources. (The instructor will direct candidates as to how many interviews and/resources to include.) (NELP 5.2, PSEL 8.F)*

- *Part C: Define the community in economic terms, financial strengths/weaknesses, infrastructure, recreational resources, community geography/attractions, structure of power/governance and influence. Document your resources. (The instructor will direct candidates as to how many interviews and/resources to include.) (NELP 5.3, PSEL 8.B)*

- *Part D: Identify, through interviews and research, how best to engage families, students, and school personnel to strengthen learning and school progress, as a result of the racial make-up, family makeup, nationalities, languages spoken, religions, housing and job types/growth. Document your resources. (The instructor will direct candidates as to how many interviews and/resources to include.) (NELP 5.2, PSEL 8.F)*

- *Part E: Describe the specific needs and priorities of your school community in the areas of student growth, educational access, and academic strengths/weaknesses. Review school and public state data. Document your resources. (The instructor will direct candidates as to how many interviews and/resources to include.) (NELP 5.3, NELP 8.B)*

LEADERSHIP FOR SCHOOL – COMMUNITY RELATIONS AND MANAGEMENT PLAN

Organizational Grid

The following grid serves as an outline guide for the narrative (described in the checklist). The use of the grid and/or its necessity of use will be discussed by the instructor.

	Part A: School and community perceptions (NELP 5.1 PSEL 8.c)	*Parts B & D: Family and student trends and demographical data (NELP 5.2, PSEL 8.f)*	*Part C: Community demographical data (NELP 5.3, PSEL 8.b)*	*Part E: School academic data (NELP 5.3, PSEL 8.b)*
1.Part of plan to engage and set goals with each pertinent stakeholder in the identified areas				
2.Part of plan to create new processes to reach goals with each pertinent stakeholder in the identified areas				
3.Part of plan to implement the processes and/or workplan to reach goals of improvement and change with each pertinent stakeholder in identified areas				
4.Part of plan to review, revise, evaluate and dissolve any issues in order to give feedback about needs with each pertinent stakeholder in the identified areas after and during implementation.				

RUBRIC FOR THE EVALUATION OF THE SCHOOL-COMMUNITY RELATIONS AND MANAGEMENT PROJECT

Criteria	Unacceptable 1	Needs Improvement 2	Meets Standard 3	Exceeds Standards 4
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 1.1 Diversity)	Candidate's plan does not identify school demographic information or meet the needs of the stakeholders.	Candidate's plan identifies families' values, biases, and identity (demographic information) without strategies to meet the needs of the stakeholders.	Candidate's plan identifies the uniqueness of families' values, biases, and identity, and presents strategies to collaborate on ongoing and mutually beneficial efforts to meet the needs in and out of school.	Candidate's plan identifies the uniqueness of families' values, biases, and identity, and presents strategies to collaborate on ongoing and mutually beneficial efforts to meet the needs in and out of school AND includes a timeframe for implementation.
Parts B & D: Program candidates understand the diversity represented within the school and neighboring community and use it to cultivate change. (NELP 5.2, PSEL 8.f, CAEP 1.1 Collaboration)	Candidate's plan does not involve stakeholders or partnerships.	Community data is incorporated into the candidate's plan and involves one stakeholder to make decisions that strengthen learning and school progress.	Community data is incorporated into the candidate's plan and involves families, students, and school personnel to make decisions that strengthen learning and school progress.	Community data is incorporated into the candidate's plan and involves families, students, school personnel AND other community stakeholders to make decisions that strengthen learning and school progress.
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 1.1 Collaboration)	Candidate's plan does not develop a system of communication to relay information to stakeholders.	Candidate's plan develops a (ONE WAY) system of communication to relay information to stakeholders.	Candidate's plan develops productive partnerships with families advocate for the needs of the school community incorporates identified trends in the areas of the economy, fiscal development, governance, population trends, religious beliefs, criminal activity,	Candidate's plan develops productive partnerships with families AND other stakeholders advocate for the needs of the school community incorporates identified trends in the areas of the economy, fiscal development, governance, population trends,

			community, and social opportunities.	religious beliefs, criminal activity, community, and social opportunities.
Part E: 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 1.1 Collaboration)	Candidate's plan does not develop a system of communication to relay information to or partner with stakeholders.	Candidate's plan develops a (ONE WAY) system of communication to relay information to stakeholders for the needs of the school community incorporates identified trends in the areas of student growth, academic or instructional strengths and weaknesses, educational access for the school community at large, and school educational data trends.	Candidate's plan develops productive partnerships with families advocate for the needs of the school community incorporates identified trends in the areas of student growth, academic or instructional strengths and weaknesses, educational access for the school community at large, and school educational data trends.	Candidate's plan develops productive partnerships with families AND other stakeholders advocate for the needs of the school community incorporates identified trends in the areas of student growth, academic or instructional strengths and weaknesses, educational access for the school community at large, and school educational data trends.

Data Validity
    Background: Work on the assessment was begun in December 2018. The instrument was created in the spring of 2019 to evaluate the data-literacy ability of administrative candidates. A rough field test was conducted in the spring of 2019, which revealed multiple weaknesses in the original draft of the assessment. In the summer of 2019, an analysis was conducted by reviewing the current version of the assignment's instructions and requirements. This review resulted in finding that the original instructions were too vague to ensure consistent interpretation by professors and candidates, and the data used within the assessment were inconsistent across fields. Candidates were confused as to the scope of the assessment and lacked the knowledge necessary to conduct a valid analysis of the provided data. After much research and discussion among the developers of the assessment and multiple stakeholders, the directions were revised, and an unadulterated data set was selected as the source data. This revised assessment was field tested at three separate institutions, and their feedback resulted in additional adjustment to the assessment. Candidates are no longer provided with a set of data but are directed to the Mississippi Department of Education (MDE) website where they select the school of their choice, according to set parameters, for the data analysis. This adjustment was in response to feedback that the provided data set was missing key data points and other data points were inconsistent within the document. The adjustment results in candidates learning that data as reported to MDE are often inconsistent, incomplete, and incorrect, just as was seen in the original, unadulterated data set. The revised assessment was released in Spring, 2020 for further field-testing in the summer and fall of 2020.

    Pilot: This section will be completed after the pilot is run in the spring of 2021.

    Results of Lawshe CVR:
        Summative data will be reported to the Mississippi Department of Education as part of the Annual Report. Due to the collaborative process among stakeholders in the development and revising of this assessment, the final Lawshe CVR agreement is 1.00.

    Data Reliability This section will be completed after the pilot is run in the spring of 2021 and MELFA addresses the issues of training and inter-rater reliability
        Training: As stated earlier, instructors are required to view a presentation on the evaluation instrument and to complete a statewide online training module prior to evaluating teacher candidates. Upon completion of the training, a certificate of completion is awarded. Training is to be completed once every three years.
        Results of inter-rater reliability: IRR will be determined by the results of the online instructor training.

The remaining sections are to be completed by individual EPPs using their institution's results
Analysis of Data Findings

OVERALL MEAN SCORES RELATIVE TO EACH STANDARD ELEMENT

	EXCEEDED EXPECTATIONS (4)	MET EXPECTATIONS (3)	MINIMALLY MET EXPECTATIONS (2)	EXPECTATIONS NOT MET (1)
CAEP A1.1 - Collaboration	18 (41%)	20 (45%)	6 (14%)	0
CAEP A1.1 - Diversity	24 (55%)	16 (35%)	4 (9%)	0
NELP 5.1	20 (45%)	18 (41%)	6 (14%)	0
NELP 5.2	24 (55%)	16 (35%)	4 (9%)	0
NELP 5.3	28 (64%)	12 (27%)	4 (9%)	0

EPP RESULTS

YEAR 1	STATEWIDE RESULTS (to be completed once we have the data)	EPP <Cycle 1>	EPP <Cycle 2>	EPP <Cycle 3>
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 1.1 Diversity)	N=75 M=3.25 R=2-4	n=15 M=3.33 R=3-4	n=12 M=3.51 R=3-4	n=10 M=3.10 R=3-4
Parts B & D: Program candidates understand the diversity represented within the school and neighboring community and use it to cultivate change. (NELP 5.2, PSEL 8.f, CAEP 1.1 Collaboration)				
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 1.1 Collaboration)				
Part E: 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 1.1 Collaboration)				

Data reviewed and by whom Begin typing here
Trends Begin typing here
Correlations Begin typing here
Variations Begin typing here
Strengths/weaknesses Begin typing here

Discussion of Interpretation of Data
Which group performed better Begin typing here
Limitations Begin typing here
Steps for improvement Begin typing here
Next steps Begin typing here