FORMATTING ASSESSMENTS
AND CAEP SUFFICIENCY LEVELS

Assessment 5: School Safety

Description and its use in the program

Description: This is a state-wide common assessment that evaluates candidates' abilities to analyze a complex school safety incident within a hypothetical scenario. The assignment is divided into three sections: A. Crisis Response, B. Crisis Management, and C. Crisis Reflection and Planning. In Section A, candidates analyze a crisis scenario and prioritize a response. In Section B, candidates assess the crisis situation and prioritize management tactics. In Section C, candidates reflect on the crisis response and advocate for resources, policy, and practice to improve emergency preparedness and response.

Use in Program: This assessment is designed to provide future administrators with the skills necessary in analyzing school data and developing school improvement plans based on the results of that analysis.

Purpose

The purpose of this assessment is to evaluate candidate's ability to utilize problem-solving and planning to assess, respond, and manage a crisis. The purpose of the assessment further assesses the candidate's ability to reflect and evaluate existing policy and practice in order to improve emergency preparedness and response and advocate for needed resources.

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	Dispositions	Application of professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to the field of specialization
CAEP 1.1	Data Analysis	Employment of data analysis and evidence to develop supportive school environments
NELP	6.1	Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.
NELP	6.2	Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

NELP	6.3	Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.
PSEL	9a	Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school
PSEL	9d	Are responsible, ethical, and accountable stewards of the school's monetary and non- monetary resources, engaging in effective budgeting and accounting practices
PSEL	9h	Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success

Scoring (items in red are subject to change by each EPP as needed to meet institutional expectations)

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% (30 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: 40

Administration

This instrument is administered by university instructors in EDAD 524. 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.

Candidates receive a copy of the assignment and review the instrument at the beginning of the course through the course syllabus. Candidates complete and submit the assignment through Canvas at the end of the course. After the evaluation has been completed by the course instructor, the candidate has instant access to view the scores and provided feedback.

SCHOOL SAFETY

1. **Assessment Description:** This is a state-wide common assessment that evaluates candidates' abilities to analyze a complex school safety incident within a hypothetical scenario. The assignment is divided into three sections: A. Crisis Response, B. Crisis Management, and C. Crisis Reflection and Planning. In Section A, candidates analyze a crisis scenario and prioritizes a response. In Section B, candidates assess the crisis situation and prioritize management tactics. In Section C, candidates reflect on the crisis response and advocate for resources, policy, and practice to improve emergency preparedness and response.

2. **Alignment of Assessment with Standards:** This assessment is aligned to the following NELP Standards and Components.

   - Standard 6: Operations and Management. Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.
   - Component 6.1, PSEL 9a. Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.
   - Component 6.2, PSEL 9d. Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.
   - Component 6.3, PSEL 9h. Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Purpose of the Assessment:
The purpose of this assessment is to evaluate the candidate's ability to utilize problem-solving, analysis, reflection, and planning to respond and manage a school safety crisis and consequently reflect on the incident to critique policy and practice in order to plan and advocate for improved crisis response.

Directions to Candidates:

Begin the assessment by reading through the safety scenario, Parts A, B, and C, and carefully review the assessment rubric. Familiarize yourself with the resources provided in the Resource section below. Your narrative response should include research references of effective practices in the area of school safety and management and should demonstrate understanding and application of NELP Standard components 6.1, 6.2, and 6.3 and PSEL Standard 9, specifically 9a, 9d, and 9h.

For Part C of the Assessment, you will need a copy of your school or districts safety plan. The plan you retrieve may not be called the "safety plan" but it should address emergency procedures for your school or district. Ideally, you will be able to access the plan specific to your school. If you cannot locate the plan specific to your school, access the plan specific to your district. If no safety plan is available, contact your instructor for guidance.

Resources:

Mississippi Department of Education Office of Safe and Orderly Schools
https://mdek12.org/OSOS/Home

Pupil Transportation
https://mdek12.org/OSOS/PT

School Bus Safety
https://www.mdek12.org/OSOS/SBS

Mississippi Public School Accountability Standards 2019
https://mdek12.org/sites/default/files/mississippi_public_school_accountability_standards_2019.pdf

National School Transportation Association
http://www.yellowbuses.org

American School Bus Council
http://www.americanschoolbuscouncil.org

SCHOOL SAFETY ASSESSMENT

Scenario – School Bus Crash

You are a principal of a public middle school in rural Mississippi. It is 3:30 pm on a Thursday in February. School released at 3:05 pm and freezing rain began falling at 3:20 pm.

The district's central office administrative assistant just called and said she just received a report that Bus #10 has been involved in a crash. Initial reports indicate the bus slid off the road into the ditch, then overturned. She reminded you the superintendent went with the high school principal to a state training and is not answering her phone.

Questions:

1. What are the three most important immediate considerations?

2. What responding agencies and/or parties need to be contacted? Why?

3. How will you interact with these responding agencies?

Note: Use state and national resources to support your response to the key considerations below.

> **Key Considerations to include in your response:**
> - Situation Assessment
> - Setting Control
> - Emergency Response
> - Accountability to Stakeholders
> - Coordination of Resources

Part B: Crisis Management (NELP 6.3)

One of your teachers who was driving home came upon the accident. She reports to you that emergency vehicles are on the scene, and some students have exited the bus through the emergency exits. Other students and the driver are still inside the bus, and the extent of injuries is not known. The teacher reports some students are currently standing on the road, and many are texting their friends and posting pictures of the bus on social media.

Questions:

1. What are the three most important immediate considerations?

2. What information will be provided to people at the scene and people calling the school? What is the process/procedure for providing this information?

3. How will you manage the situation and prioritize your response?

Note: Use state and national resources to support your response to the key considerations below.

```
Key Considerations to include in your response:
   • Accounting for all Students
   • Ethical and Legal Concerns
   • Equity Concerns
   • Scene Control and Student Safety
   • Injury Assessment and Response
   • Uninjured Student Transportation
   • Release Procedures
   • Rumor Control and Communication
```

Part C: Crisis Reflection and Planning (NELP 6.2)

Following this emergency, what will you do as a result of your evaluation of the effectiveness of your emergency response procedures to assist in effective management of similar future incidents?

Questions:

1. What process will you follow to reflect on your crisis response?

2. Based on this scenario, what are some strengths and gaps in your district/school's transportation safety plan?

3. What changes to your district's and/or school's existing response plan for transportation emergencies would you propose? What additional resources, training, or other considerations are needed?

   Note: Use state and national resources to support your response to the key considerations below.

```
Key Considerations to include in your response:
  • Reunification
  • Resources
  • Collaboration
  • Public Information
  • Social/Emotional Support
```

Checklist for School Safety Narrative Response

☐ Review entire safety scenario, associated questions, and Key Considerations prior to beginning your narrative response.

☐ Review rubric indicators and performance levels; Meets Expectation is the required performance level. The assessment will be scored using the scoring rubric (included in the assessment).

☐ Secure a copy of your school/district safety/emergency response plan for use in Part C of the assessment. If none is available, contact your instructor for guidance.

☐ Utilize state and national resources as references for responses. Some have been provided for you in the Resources section on page 2 of the assessment. You may utilize additional credible resources as well.

☐ Generate a narrative response (two to four double-spaced pages <u>per assessment Part</u> using the current APA format with a minimum of four resources in total utilized for citations)
   a. Part A: Crisis Response - Review the scenario and respond in narrative format to the questions addressing the Key Considerations noted and Part A rubric criteria.
   b. For Part B: Crisis Management - Review the scenario and respond in narrative format to the questions addressing the Key Considerations noted and Part B rubric criteria.
   c. For Part C: Crisis Reflection and Planning - Review the scenario and respond in narrative format to the questions addressing the Key Considerations noted and Part C rubric criteria.

Rubric: School Safety Assessment

Criteria	Unacceptable 1	Needs Improvement 2	Meets Standard 3	Exceeds Standard 4
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 1.1 Dispositions, laws, and policies)	Candidate's response to questions only describes the situation without elaboration or actions.	Candidate's response to questions addresses the situation misses key considerations, and/or fails to prioritize key response actions impacting all parties.	Candidate's response to questions analyzes the situation, justifies all key considerations, **and** prioritizes key response actions impacting all parties.	Candidate's response to questions analyzes the situation, justifies all key considerations, and prioritizes key response actions impacting all parties. Emergency response includes contingencies.
Part B Candidates demonstrate capacity to assess, manage, and monitor the emergency response. (NELP 6.3; PSEL 9h; CAEP 1.1 Dispositions, laws, and policies)	Candidate's response fails to construct a plan to manage the situation.	Candidate's response to questions addresses the situation missing key considerations and/or lists a plan to manage the situation.	Candidate's response to questions analyzes the situation by addressing key considerations and constructs a prioritized implementation plan to manage the emergency; plan includes legal, ethical, and equity considerations.	Candidate's response to questions analyzes the situation by addressing key considerations and constructs a prioritized implementation plan to manage the emergency; plan includes legal, ethical, and equity considerations; suggested public statement is included.

Part C Candidates demonstrate the capacity to advocate data-informed and equitable resourcing needed for future emergency response (NELP 6.2; PSEL9d.; CAEP 1.1 Data analysis)	Candidate's response fails to recommend justifiable modifications for improvement.	Candidate's response to questions addresses key considerations and/or recommends modifications to policy and operational systems.	Candidate's response to questions analyzes key considerations and evidence-based practices; discussion extends beyond physical needs; recommends modifications to policy and operational systems based on candidate's evaluation of his/her district/school plan.	Candidate's response to questions analyzes key considerations and evidence-based practices; discussion extends beyond physical needs; recommends modifications to policy and operational systems based on district/school plan evaluation; response includes a plan for engaging stakeholders in collaborative improvement.

Data Validity

Background: Work on the assessment was begun in December 2018. The instrument was created in the spring of 2019 to evaluate the ability of administrative candidates to utilize problem-solving, analysis, reflection, and planning to respond and manage a school safety crisis. The assessment was distributed to all EPPs for field testing from March - November 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 - Dispositions	18 (41%)	20 (45%)	6 (14%)	0
CAEP A1.1 - Data Analysis	24 (55%)	16 (35%)	4 (9%)	0
NELP 6.1	20 (45%)	18 (41%)	6 (14%)	0
NELP 6.2	24 (55%)	16 (35%)	4 (9%)	0
NELP 6.3	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 Candidates analyze emergency situations to identify strategic and tactical challenges and enact policies and practices for emergency response. (NELP 6.1; PSEL 9a; CAEP 1.1 Dispositions, laws, and policies)	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
Part B Candidates demonstrate capacity to assess, manage, and monitor the emergency response. (NELP 6.3; PSEL 9h; CAEP 1.1 Dispositions, laws, and policies)				
Part C Candidates demonstrate the capacity to advocate data-informed and equitable resourcing needed for future emergency response				

(NELP 6.2; PSEL9d.; CAEP 1.1 Data analysis)				

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