Academic Affairs Assessment of Student Learning
Report for Academic Year 2017-2018

Department/Program: Masters of Education in Instructional Leadership
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1. **Which learning outcomes did you measure this past year?** [Please indicate whether any of these measures were conducted as follow-up to a previous year's issues or in response to Program Review. Be specific.]

    The Department of Education submitted specialty reports (SPA) for all programs in March 2019. The MEIL SPA covered assessment data for the MEIL program since its formal inception in Spring 2017. This report summarizes data from EDUC 620, 630, and 640. The program learning outcomes addressed in each course assessment are listed below.

Course	WVDE Standards	ELCC Standards	Data Collected for CAEP
EDUC 620	1-9	2	Professional Development Plan Project
EDUC 630	2, 4, 5, 6, 7, 8, 9	3	Case Study
EDUC 640	2-9	1, 6	School Improvement Project

2. **In which course(s) were assessments conducted?**

    Assessments were conducted in the following courses:

    EDUC 620 – Change, Innovation, and Professional Development in Schools

    EDUC 630 – Financial and Human Resource Management of Schools

    EDUC 640 – Data-based Decision Making for School Improvement

3. **How did you assess the selected program learning outcomes?** (i.e., what did you assess –group project, skills demonstration, presentation, performance, debate, lab experiment, online discussion, etc. *and*- what tool (measure) did you use - rubric, nationally or state-normed exam, item analysis, pre-posttest design, skills inventory, survey, etc.)

Assessments were used as evidence of meeting ELCC standards for accreditation of the program by CAEP. Assessments were made using rubrics created to assess projects and a case study.

4. **How many students were included in the assessment(s) of each PLO in a course?**

	Number of students
EDUC 620 – Change, Innovation, and Professional Development in Schools	51
EDUC 630 – Financial and Human Resource Management of Schools	51
EDUC 640 – Data-based Decision Making for School Improvement	51

5. **How were students selected to participate in the assessment of each outcome (**Helpful details might include- whether this assessment represents all students, a sample of students in a class, or a sample of students across sections)?

The assessment represents all students in the courses.

6. **In general, describe how each assessment tool (measure) was constructed** (i.e. in-house, national, adapted).

The assessment tools were created by course instructors (in-house).

7. **Who analyzed results and how were they analyzed**

The results were analyzed by Dr. Brenda Wilson using LiveText and Excel tools.

8. **Provide a summary of the results/conclusions from the assessment of each measured Program Learning Outcome.** *Report scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.*

EDUC 620 – Data was collected during the two semesters that the Education 620 course was offered, Spring of 2017 and Spring of 2018. All candidates scored Accomplished or

better on the rubric elements 2.3.1 and 2.3.2 related to Standard 2.3. This assures us that candidates at a minimum can design professional development plans that are, "linked to identified deficiencies" and include "specific differentiated instructional strategies, , materials and technologies." There were three elements of the rubric where some candidates did not score accomplished or better. The first was element 2.3.3, which is related to Standard 2.3, where the candidate was to justify improvements based on leadership theory or change theory. All 12 candidates who scored emerging, that is they did "not base rationale or leadership theory and change theory." All of these candidates took the course in Spring of 2017. The instructor of the course spent more time emphasizing the importance of justifying plans based on theory during the Spring of 2018, and all the 2018 candidates scored accomplished or above. The other two elements where some candidates did not score accomplished or better are related to Standard 2.4, use of technologies. As was the case with element 2.3.3, all candidates scoring emerging took the course in Spring 2017, and the instructor intensified instruction related to technology during the Spring 2018 semester, with the result that during Spring 2018 all candidates scored accomplished or above on all these elements.

These data show clear evidence that candidates are able to make professional development plans linked to identified deficiencies that include specific instructional strategies, and also that they understand existing school technologies related to both instruction and management as well as identifying replacement technologies for both instruction and management.

EDUC 630 – All the candidates scored accomplished or better on the elements of the rubric numbered 3.1.1, 3.2.1, 3.2.3, 3.4.1, 3.4.2, and 3.5.2. The two elements of the rubric on which a candidate scored less than accomplished were 3.1.2 and 3.5.1. On 3.1.2 and 3.5.1 exactly one candidate in two years of data scored emerging.

Analysis of the data points to strong evidence for meeting ELCC Standard 3. Four out of five elements of standard 3 are well represented in the rubric, and the candidates scores indicate that the vast majority of all candidates have demonstrated elements of the standard at the accomplished level or better.

EDUC 640 – Ninety-five percent or more candidates scored Accomplished or above on all elements of the rubric except one. This was the element related to Standard 2.1, which requires candidates to compare the culture of the given school to an inquiry-based school culture. While all candidates could describe the culture of the target school during the Summer 2018 semester, only 64% could compare that culture to an inquiry-based culture. In Summer 2017, all candidates could compare a given school culture to an inquiry-based culture. On all the remaining elements of the rubric, which align to standards 1.1, 1.2, 1.3, 1.4, 2.1, 4.1, 5.3, and 6.3, the vast majority of candidates scored Accomplished or above.

There were six rubric elements related to Standard 1. On the one element aligned with Standard 1.1, 98% scored accomplished or above. On the four elements aligned with Standard 1.2, 98% 96%, 98% and 96% scored accomplished or above on Elements for parts 10, 8, 4, and 2 respectively. On the one element for Standard 1.4, all candidates scored accomplished or above. This shows strong evidence of meeting standard 1. There was one element related to Standard 2, specifically to standard 2.1, and only 84% scored accomplished or above on this standard. This shows weak evidence of meeting standard 2, because so few elements addressed standard 2, and because a relatively small percentage sored accomplished or above.   There were only one or two rubric elements related to standards 4, 5, and 6 (Parts 3 and 7 related to Standard 4.1; Part 5 relates to Standard 5.3; and Parts 9 and 11 related to Standard 6.3) but 95% or more of candidates scored accomplished or above on each of these elements showing strong evidence of meeting part of standards 4, 5, and 6.

What are next steps? (e.g., will you measure this same learning outcome again? Will you change some feature of the classroom experience and measure its impact? Will you try a new tool? Are you satisfied?)

The program will address areas for improvement discovered while compiling the SPA report. For example, one assessment has short answer questions. Those data were not captured and analyzed. Additionally, the SPA report will provide additional feedback that can be used for program improvement.

9. **Please attach an example of the assessment tool used to measure your PLO(s).** These can be added as an appendix, a link to the assessment, or sent separately in email with your report.

EDUC 620 Assessment Tool – Appendix A

EDUC 630 Assessment Tool – Appendix B

EDUC 640 Assessment Tool – Appendix C

Submitted by Dr. Emily Waugh

a. The Strategic Change Project, provides candidates with the opportunity to demonstrate leadership skills related to issues in instruction, curriculum, culture, and professional development. Candidates will create a strategic change plan based on best practices for personalized learning for students, staff, and families. Therefore, this is a cumulative assessment encompassing several assignments. The following are directions for candidates:

Working with Faculty Project

Step 1. Develop a strategic professional development plan linked with identified deficiencies, and includes Professional Development on specific instructional strategies, based on *best practices* for personalized learning through application of change theory for students, staff, and families.

Step 2. Create a school improvement collaborative team. Provide a rationale of selection of team members and their specific school titles (Should include teachers, staff, parents/guardians, and community members). The plan includes a planned meeting schedule and a sample agenda.

Step 3. Conduct research on best practices in promoting fairness and equity and provide citations.

Step 4. Create a communication plan to engage families and community members. This should include those who are difficult to reach (e.g. low SES, homeless). Include strategies that are evidence-based.

Step 5. Describe existing instructional technologies and additional or alternative technologies needed.

Step 6. Describe existing data management and analysis technologies and additional or replacement technologies to improve efficiency/effectiveness of the management and analysis of data.

Step 7. Design summative and formative assessments for student performance aligned with instructional objectives and instruction delivery. State the methods and procedures for disaggregating data.

Step 8. Review the Improvement Plan with the School Administrator and get his/her feedback.

Step 9. Carry out the improvement plan at the school level obtaining documentation from school administrator.

Step 10. Reflect on the implementation of improvement plan (e.g. successes and continued deficiencies).

The Scoring Guide: **Working with Faculty Rubric**

Directions to evaluator. Score a candidate at a certain level only if they meet all the requirements of that level and lower levels for the same element of the rubric.

ELCC Standards	Distinguished	Accomplished	Emerging	Basic
2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.				
2.3.1 Link PD plans to deficiencies	Candidate designs professional development plan to increase the capacity of staff that is linked to identified deficiencies, and **includes emphasis on fairness and equity**.	Candidate designs professional development plan to increase the capacity of staff that **is linked to identified deficiencies**.	Candidate designs professional development plan to increase the capacity of staff but **does not show link to identified deficiencies**.	Candidate's professional development plan is missing or severely lacking.
2.3.2 Identify specific instructional improvements	Candidate professional development plan includes specific differentiated instructional strategies, curriculum materials, and technologies -- **including those helpful to under-achieving students**.	Candidate professional development plan **includes specific differentiated instructional strategies, curriculum materials, and technologies.**	Candidate professional development plan **includes specific differentiated instructional strategies, curriculum materials, but does not include technologies.**	Candidate professional develop plan does not include assisting teachers in use of specific instructional strategies or materials.
2.3.3 Theory based improvements	Candidate justifies instructional improvements and professional development **based on leadership theory and change theory and shows the link to fairness and equity.**	Candidate justifies instructional improvements and professional development **based on leadership theory and change theory.**	Candidate justifies instructional improvements and professional development, but **does not base rationale on leadership theory and change theory.**	Candidate fails to justify planned instructional improvements and professional development.

ELCC Standards	Distinguished	Accomplished	Emerging	Basic
2.3.4 Supervision is not evaluated in Assessment 3 (See Assessment 4 for evaluation of this element)				
2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.				
2.4.1 Use of technologies for instruction	Candidate describes existing high quality instructional technologies and identifies additional or replacement technologies linked to improving instructional weaknesses **including improving achievement of under-achieving groups.**	Candidate describes existing high quality instructional technologies and identifies **additional or replacement technologies linked to improving instructional weaknesses.**	Candidate **describes existing** high quality instructional technologies	Candidate does not describe use of technology for instruction.
2.4.2 Use of technologies for management	Candidate describes existing management and data analysis technologies and identifies additional or replacement technologies that can improve efficiency / effectiveness of management and data analysis **including ease of analysis for underachieving groups.**	Candidate describes existing management and data analysis technologies and identifies **additional or replacement technologies that can improve efficiency / effectiveness of management and data analysis.**	Candidate **describes existing** management and data analysis technologies	Candidate does not describe use of technology for management.

School Management Case Study – Directions to Candidates

As you complete the weekly assignments, keep in mind that these projects will be incorporated into this final project and that the final project will be evaluated using the following rubric. Be sure to use your knowledge of course concepts to provide rationales to demonstrate your understanding of the core concepts addressed by this rubric. Three specific quote/references from each text are to be used and correctly cited in this work.

Directions for School Management Case Study: Given the school at which you are working (or a different school, with permission of instructor), complete the following:

Step 1. Introduce the school. Write a description of the school including the school's name, grade configuration: address, location (City, county, and state). Describe the demographics of the school's student population and staff population. This demographic information should include gender, racial and socio-economic levels of the descriptants.

Step 2. Evaluate the budget for the school. Describe the places where there should be more funds, identify potential sources for additional funds, describe the communications you received or the conditions you observed that provided insight into needed changes, give reasons for all anticipated budget changes. Identify budgetary policies related to the areas of changes.

Step 3. Evaluate the human resources in the school. Describe the places where you feel there should be more/fewer human resources, describe the way you might improve human resources that are deficient, describe the communications you received or the conditions you observed that provided insight into needed changes, give reasons for all anticipated human resources changes, professional development needs or administrative actions.

Step 4. Describe the staff with leadership positions and leadership potential in the school. Discuss ways that you can delegate authority so that leadership tasks are distributed throughout the leadership pool. Give reasons for selecting each individual for each type of delegated task. Provide a plan for involving school staff in the decision making processes.

Step 5. Evaluate the class schedule and the use of instructional time. Evaluate the use of instructional time. Describe ways to improve time usage (both system- and teacher-related).

Step 6. Develop a master schedule. Schedule should include scheduling for all teachers, staff and students and that includes time for collaboration through joint planning.

Step 7. Summation. This section should include a summative statement reflecting the assignment, your interactions with the material. Your opinions on the structure, policy and procedures you explored and your beliefs on how personnel and finance can improve student achievement and community culture.

Management Case Study Rubric

ELLC	Distinguished	Accomplished	Emerging	Basic
3.1 Candidates understand and can monitor and evaluate school management and operational systems.				
3.1.1 Analyzes a management system	Analysis of school &/or district budget shows connection to **fairness and equity in identified areas**.	Analyzes school &/or district budget and **identifies areas for improvement**.	Analyzes school &/or district budget, but does **not identify an area of improvement**	Does not analyze budget, or analysis is not complete.
3.1.2 Identifies a Management Policy	Documents include recommendations for **changes** to policy related to management issues.	**Identifies areas** of policy related to management and budgetary issues.	Identifies an area of policy, but **does not show relation to management issues.**	Does not identify an area of policy.
3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.				
3.2.1 **Develop fiscal plans and annual budgets**	Documents include **analysis** of the budget and financial status related to school &/or district's priorities and goals, **including fairness and equity**.	Documents show fiscal plans and annual budgets **aligned to school &/or district's priorities and goals.**	Documents show fiscal plans and annual budgets, but **not aligned to school &/or district's priorities and goals.**	Documents do not reflect development of fiscal plans and annual budgets.

ELLC	Distinguished	Accomplished	Emerging	Basic
3.2.3 **Use of technology in management**	Documents include suggestions for implementing **cutting-edge technology** for managing operational systems.	Documents show implementation of technology to manage operational systems**; including <u>evaluation</u>, special needs, discipline, <u>budget, scheduling</u> and facilities.**	Documents show **use of technology** to manage operational systems.	Documents do not reflect use of technology to manage operational systems.
3.4 Candidates understand and can develop capacity for distributed leadership.				
3.4.1 **Identify and model distributed leadership**	Evidence of identification of staff leadership capabilities is provided and a plan for modeling of distributed leadership **integrating staff, teachers, families, and district staff** is included**.**	Evidence of identifying leadership capabilities of staff and **distributes leadership responsibilities to staff.**	Evidence of identifying leadership capabilities of staff, but document **does not identify leadership tasks for staff.**	Does not identify leadership capabilities of staff
3.4.2 **Plan for decision making processes**	Plan indicates involvement of staff in decision making processes for **areas related to policies and procedures.**	Plan indicates involvement of staff for decision making related to **curriculum, assessment, and instruction**.	Plan indicates **involvement** of staff in decision making processes, **but decision making is inconsequential**.	Does not show plan for involving staff in decision making processes.
3.5 Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.				

ELLC	Distinguished	Accomplished	Emerging	Basic
3.5.1 **Develop school policies**	Development of policies and schedules that maximize teacher instructional time and **increase student learning is documented.**	Development of policies that protect time and schedules **maximizing teacher instructional time is documented**	Development of school policies depicting protection of time is documented but **schedules maximizing teacher instructional time** are not included.	Does not develop school policies depicting protection of time and instructional schedules.
3.5.2 **Develop master schedule**	A school master schedule supporting **interdisciplinary teaching and learning for project-based learning, differentiating instruction, or other forms of deeper learning** is provided.	A school master schedule **supporting common planning time and collaboration** is provided.	Shows a **school master schedule.**	Does not show a school master schedule.

EDUC 640: Data-based Decision Making for School Improvement
Supporting Student Learning Project

This section has directions given to candidates for 15 different small assignments, each followed by the rubric for scoring the assignment.

Rubric for Assignment Part 1:
Directions for Part 1 - Week 1 Writing Assignment – My School Culture

Interview your principal, asking the questions in the detailed view of the assignment. After the interview, answer questions 1 and 2 yourself.

1. How does the culture of my school compare with the characteristics of an inquiry-oriented culture? (ELCC 2.1)
2. What strategies will I use to strengthen the culture for use of data? (ELCC 2.1)

Written Assignment

Distinguished	Accomplished	Emerging
Candidate accurately describes culture of school and identifies 5+ strategies to strengthen the culture for use of data. (ELCC 2.1)	Candidate accurately describes culture of school and identifies 4 strategies to strengthen the culture for use of data.	Candidate accurately describes culture of school and identifies less than 4 strategies to strengthen the culture for use of data.
Identifies strategies to move	Compares school culture of the	Describes school culture of the

school culture toward a more inquiry-based culture (ELCC 2.1)	target school to inquiry-based culture.	target school, and gives at least three details to support the description of the school culture.

Rubric for Assignment Part 2:

Week 2 Writing Assignment – School Improvement Plan
This is the start of your long-term project. Using the summarized data from this week's interactive lesson, identify the overall strengths and the areas for improvement of the school related to instruction, curriculum, culture, and professional development. This data will be used later in this process to establish a shared purpose for instruction and staff/student learning with clear goals and direction focusing on continuous improvement.

Distinguished	Accomplished	Emerging
Using the case study on James Monroe High School, student develops a draft school improvement plan for the school to include strengths, weaknesses, one improvement goal and 2 strategies aligned with the goal. (ELCC 1.2)	Using the case study on James Monroe High School, student develops a draft school improvement plan that includes most of the following: strengths, weaknesses, one improvement goal and 2 strategies aligned with the goal.	Using the case study on James Monroe High School, student develops a draft school improvement plan that includes some of the following: strengths, weaknesses, one improvement goal and 2 strategies aligned with the goal.

Rubric for Assignment Part 3:

After reading the article from this week's assigned reading, comment on how well the school survey used for the data you are collecting aligns with the standards set forth by the National School Climate Council. Give one example of how your school addresses one area of school climate. Then, respond to the postings of your peers.

Distinguished	Accomplished	Emerging
In seminar, (in addition to accomplished) engages peers in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others. (ELCC 4.1)	In seminar, (in addition to emerging) engages peers in ways that facilitate their contributions to meetings by restating the views of peers and/or asking questions for clarification.	In seminar, comments on how well school survey data collected aligns with the standards set forth by the National School Climate Council, and gives an example of how school addresses one area of school climate.

Rubric for Assignment Part 4 (module 3):
This week, you will be collecting additional data to be used in the Data-Based Decision-Making Project. Using the ZoomWV Dashboard, collect data based on your school. If you are not currently employed by a school, choose a school in which you would like to serve as Principal. Use the same school as used for Module 2's assignment. Use the 2015-2016 school year. Find your school's "A-F Report Card." Collect:
⬜ Performance
⬜ Improvement
⬜ Persistence
⬜ Post-Secondary Readiness (if available)
⬜ Overall Grade
⬜ Attendance rate trend
⬜ State Assessment Results, to include Proficiency Rate by Grade and Subject
⬜ Educator Information, including Teacher Experience and Highly Qualified Status.

For your written assignment, describe school achievement data. Describe "Where are we now?"

Distinguished	Accomplished	Emerging
Student describes "Where Are We Now?" in 7-8 of the following areas: • Performance • Improvement • Persistence • Post-Secondary Readiness (if available) • Overall Grade • Attendance rate trend State Assessment • Results, to include Proficiency Rate by Grade and Subject • Educator Information, including Teacher Experience and Highly Qualified Status. (ELCC 1.2)	Student describes "Where Are We Now?" in 5-6 of the following areas: • Performance • Improvement • Persistence Post-Secondary • Readiness (if available) • Overall Grade • Attendance rate trend State Assessment • Results, to include Proficiency Rate by Grade and Subject • Educator Information, including Teacher Experience and Highly Qualified Status.	Student describes "Where Are We Now?" in less than 5 of the following areas: • Performance • Improvement • Persistence Post-Secondary • Readiness (if available) • Overall Grade • Attendance rate trend State Assessment • Results, to include Proficiency Rate by Grade and Subject • Educator Information, including Teacher Experience and Highly Qualified Status.

Rubric for Assignment Part 5 (mod 4):

Week 4 Writing Assignment – My School Culture
Due Sunday, 11:55 p.m. EST

Using the data described from James Monroe High School, describe school strengths and two ways to recognize school/student achievement. Further, describe areas of need for JMHS. Develop one school improvement goal and two objectives to help meet that goal.

Distinguished	Accomplished		Emerging
Using summarized data, student identifies strengths and weaknesses related to student achievement. Student addresses equity issues related to SES, race, gender, etc. (ELCC 5.3)	Using summarized data, student identifies strengths and/or weaknesses related to student achievement. Student address general equity issues.		Student identifies strengths and/or weaknesses related to student achievement.

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Rubric for Assignment Part 6 (mod 5):

Testing Debate

Prior to the 2015-2016 school year, West Virginia used WESTEST 2 as the standardized exam in public schools. Beginning in 2015-2016, the state moved to using the Smarter Balanced exam as part of the General Summative Assessment. In early 2017, Governor Jim Justice and the WV Department of Education expressed desire to move away from the Smarter Balanced exams (and Common Core-like College and Career Readiness Standards).

- **Side 1.** You think this is crazy politics interfering with public schools. Plus, how do the governor and legislators know best how to measure school success?
  You are tired of high-stakes assessment.
- **Side 2:** Finally, a Governor with a state school board who agrees with his thinking. Common Core is gone and that's great! I am excited for a new summative exam to measure school success – what gets measured gets accomplished.

Based on the side you picked, how do you get your teachers and parents on board with your idea for your school?

Distinguished	Accomplished	Emerging
In seminar, cite research that supports your choice of an approach or strategy for improving school outcomes. (ELCC 1.4)	In seminar, give rationale for choosing a certain strategy or approach to implement to improve school outcomes.	In seminar, brainstorm with peers about ways to improve outcomes for target school.

Rubric for Assignment Part 7:

Additional Seminar/Discussion requirements

Distinguished	Accomplished	Emerging
In seminar, (in addition to accomplished) responses to peers synthesizes different points of view. (ELCC 4.1)	In seminar, (in addition to emerging) responses to peers help them develop their point of view (more detail or complexity)	In seminar, responses to peers respectfully acknowledge their points of view.

Rubric for Assignment Part 8:

Distinguished	Accomplished	Emerging
Using data collected on a chosen school, student develops two goals and 4 objectives related to school improvement. Further, student prioritizes practices to meet goals and objectives and creates a viable plan to address areas of need. (ELCC 1.2)	Using data collected on a chosen school, student develops most of the following: two goals and 4 objectives related to school improvement. Further, student prioritizes practices to meet goals and objectives and creates a viable plan to address areas of need.	Student addresses most of the following: Using data collected on a chosen school, student develops two goals and 4 objectives related to school improvement. Further, student prioritizes practices to meet goals and objectives and creates a viable plan to address areas of need.

Rubric for Assignment Part 9:

Additional Seminar/Discussion Requirements

Distinguished	Accomplished	Emerging
In seminar, through analysis and synthesis come to a conclusion about how a leader (Principal, General Supervisor, and Superintendent) can proactively address difficulties presented by a given trend. (ELCC 6.3)	In seminar, add to peer discussion to develop the complexities of a given trend in education that might impact leadership at the school and district level.	In seminar, brainstorm how a given trend in education might impact leadership at the school and district level.

Rubric for Assignment Part 10:

Distinguished	Accomplished	Emerging
Using information collected for the long term project, student writes a school improvement plan including monitoring and timeline plans. The plan is comprehensive and easy to follow. (ELCC 1.2)	Using information collected for the long term project, student writes a school improvement plan including monitoring and/or timeline plans. The plan is mostly comprehensive and easy to follow.	Using information collected for the long term project, student writes a school improvement plan.

Rubric for Assignment Part 11:

Additional Seminar/Discussion requirement

Distinguished	Accomplished	Emerging
In seminar, through analysis and synthesis come to a conclusion about how a school leader can proactively address difficulties presented by a given trend. (ELCC 6.3)	In seminar, add to peer discussion to develop the complexities of a given trend in education that might impact school leadership.	In seminar, brainstorm how a given trend in education might impact school leadership.

Rubric for Assignment Part 12:

Distinguished	Accomplished	Emerging
Student describes a communication plan for both disseminating and receiving information about school climate and student achievement. The plan contains the following components: List of stakeholders	Student describes a communication plan for both disseminating and receiving information about school climate and student achievement. The plan contains most of the following components: List of stakeholders who will receive	Student describes a communication plan for both disseminating and receiving information about school climate and student achievement. The plan contains some of the following components: List of

who will receive communications, explanation of how to bring stakeholder groups on board with the plan, list of marketing/communications avenues, and timelines for communications. (ELCC 1.3)	communications, explanation of how to bring stakeholder groups on board with the plan, list of marketing/communications avenues, and timelines for communications.	stakeholders who will receive communications, explanation of how to bring stakeholder groups on board with the plan, list of marketing/communications avenues, and timelines for communications.

Rubric for Assignment Part 13:

Additional Seminar/Discussion requirement

Distinguished	Accomplished	Emerging
In seminar, assist peers in developing ideas for school improvement from the perspective of the Principal, General Supervisor, and Superintendent using research based strategies. (ELCC 1.1)	In seminar, assist peers in developing ideas for school improvement from the perspective of the Principal, General Supervisor, and Superintendent that validate and build on their ideas.	In seminar, brainstorm ideas for school improvement from the perspective of the Principal, General Supervisor, and Superintendent.

Rubric for Assignment Part 14:

Written Assignment

Distinguished	Accomplished	Emerging
From the perspective of the General Supervisor, the candidate considers the merits of the School Improvement Plan and the communication plan. The candidate suggests 3+ changes to the plan for use at the district level.	From the perspective of the General Supervisor, the candidate considers the merits of the School Improvement Plan and the communication plan. The candidate suggests 1-2 changes to the plan for use at the district level.	From the perspective of the General Supervisor, the candidate considers the merits of the School Improvement Plan and the communication plan.

Rubric for Assignment Part 15:

Written Assignment

Distinguished	Accomplished	Emerging
From the perspective of the Superintendent, the candidate considers the merits of the School Improvement Plan and the communication plan. The candidate suggests 3+ changes to the plan for use at the district level	From the perspective of the Superintendent, the candidate considers the merits of the School Improvement Plan and the communication plan. The candidate suggests 1-2 changes to the plan for use at the district level.	From the perspective of the Superintendent, the candidate considers the merits of the School Improvement Plan and the communication plan.