

Assessment #5. Positive Impact on Student Learning and Development Service Leadership Project

- 1. Description of the assessment.** The assessment is a written report where each candidate describes how they integrated theory, research, and service learning experiences to develop their knowledge, skills, and dispositions in supporting an effective P-12 student-learning environment. Candidates integrate the knowledge of sustaining a school culture of positive and high expectation for learning as they complete a Service Leadership Project (SLP) working with principals, other administrators, school improvement teams, teachers, staff, and other members of the school community. The SLP requires five narrative sections: 1) Data Collection and Preliminary Findings; 2) Analysis of Data and Identification of Areas of Improvement; 3) Summary of Professional Language; 4) Action Plan; and 5) Service Leadership Project Evaluation and Impact summary. This SLP was implemented for the first time fall 2011. The course is only offered once every fall. The evaluation of the SLP report is based on meeting proficiency requirements based on a rubric (see attachment 2)
- 2. Alignment with standards.** The purpose of the project is for candidates to integrate theory, research, and service learning experiences to develop the candidate's knowledge, skills, and dispositions to understand and contribute to sustaining a school culture and instructional program conducive to student learning (ELCC 2.1). Candidates through collaboration with the school principal and teachers implements a project based on multiple sources of data (ELCC 4.1) that positively impacts curriculum and instruction at a school (ELCC 2.2). This project requires candidates to work with teachers to improve instruction using strategies such as learning communities, supervision (ELCC 2.3), instructional dialogue, professional development, and appropriate technologies to support teaching and learning at the school (ELCC 2.4). This project also requires that candidates understand policies about scheduling and planning times to ensure teacher and organizational time to support high quality instruction and learning (ELCC 3.5)
- 3. Analysis of data findings.** The assessment method for the SLP on supporting an effective P-12 student-learning environment is based on the candidate meeting proficiency levels on the rubric for this assessment (see attachment 2). Data for candidates completing this assignment fall 2011 and fall 2012 were analyzed (see attachment 3). Faculty coach candidates throughout the SLP and provide feedback on the report as well. The feedback is provided as a means for learning; therefore, candidates are encouraged to take the feedback and continue to revise until the report meets requirements. In addition, candidates must demonstrate proficiency in this requirement in order to obtain licensure in North Carolina. For these reasons, data indicated that 163 out of 163 (100%) of the candidates over the two years were proficient in this assessment.
- 4. Interpretation of how data provide evidence for meeting standards.** The data were analyzed and utilized to inform instruction and program improvement. The project is embedded in the *LEED 6908 Instructional Leadership for Teaching and Learning*. Professors in the MSA program discussed data results. The positive results were celebrated. Further discussion about the different ways candidates demonstrated proficiency of the ELCC standard elements and NCSEER descriptors led to faculty discussing the need to streamline the process of providing feedback due to the large amount

of time each SLP report took to read, revise, and score. The program faculty decided to continue to meet monthly to discuss candidates' learning of the knowledge and skills associated with systemically working with teachers to analyze student learning data (ELCC 2.1, 4.1), analyze instruction (ELCC 2.3, 2.4), develop (ELCC 3.5) and implement learning communities (ELCC 2.2) as part of the SLP.

Assessment Documentation

Attachment 1. Assessment tool (Direction given to candidates)

Attachment 2. Scoring Rubric

Attachment 3. Candidate Data

Attachment 1.
Positive Impact on Student Learning and Development Service Leadership Project

As an educational leader, you must be able to work with others to respond to the needs of your faculty, staff, and students by implementing school based professional development and professional learning communities within a 21st century context. This assignment will take you through steps designed to enable you to gather information, identify needs, determine the current status of school improvement efforts related to teaching and learning, and make recommendations for strengthening those efforts. Students will demonstrate “service leadership” by offering assistance and expertise to the school. Each principal will provide details to the student regarding the areas of need and the project that needs to be done. Each student will complete the designated project and present their artifacts and a summary of their findings to the rest of the class via PowerPoint. The PowerPoint presentation needs to address a selected audience (i.e. school board, department, grade level, etc.) to persuade the group to accept the proposed plan of action.

The presentation and report should include the following sections:

Section One—Data Collection (Qualitative and Quantitative Data) and Preliminary Findings

You will gather and analyze as much available quantitative and qualitative data related to factors impacting school organizational climate, community climate, organizational and community structure, etc. You also will use the following as a guide:

- What is the purpose of professional development at the school level?
- Who participates?
- What are the current school-wide professional development practices?
- What are the current professional development practices to meet needs of individual faculty?
- When are professional development opportunities offered?
- What professional development opportunities are needed; school-wide and individual faculty?
- How do the current structures impact planning time, instructional time, and student performance?

You will compile qualitative and quantitative data into a Preliminary Findings Summary regarding community and school climate. This initial data collection begins your diagnosis of the community.

Section Two—Analysis of Data and Identification of Areas for Improvement

You will produce an Analysis of Data to determine an area that needs improvement concerning teacher empowerment, shared governance, and distributive leadership. You will identify one Area of Needed Improvement from the following:

- Systematically focus on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning (ELCC 2.1, NCSEER 2b2).
- Organize targeted opportunities for teachers to learn how to teach subjects well with engaging lessons (ELCC 2.3, NCSEER 4c1)
- Utilize multiple sources of data, including the *Teacher Working Conditions Survey*, for the improvement of instruction (ELCC 4.1, NCSEER 2a3).
- Adhere to legal requirements for planning and instructional time (ELCC 3.5, NCSEER 2b1).
- Review scheduling processes and protocols that maximize staff input and address diverse student learning needs (ELCC 2.2, NCSEER 2a1, 4a2).
- Routinely participate in professional development focused on improving instructional programs and practices using the Framework for 21st Century Learning (ELCC 2.4, NCSEER 2a2)

- Provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice.

You will discuss the identified area for improvement with the principal to obtain feedback and receive permission to develop a plan to address the identified area.

Section Three—Summary of Professional Language

You will share a Summary of the Professional Language gathered from various “leaders” both inside and outside the school setting. This summary should include: 1) a collection of various Language of Practice (LoP) examples gathered from stakeholders during the project (both BPL and poor examples); 2) a collection of BPL examples from researchers and from personal experience that provide possible solutions to address the area for improvement. The goal is to provide clear examples of “what stakeholders could be saying” to address the issue in a more positive, practical, and proactive manner.

Section Four--Action Plan

The presentation should include a detailed Action Plan that includes the next steps in addressing the organizational concern addressed in the first part of the report.

You will involve the appropriate administrator(s), and/or school improvement team, and/or other school personnel by presenting the learning-centered leadership action plan and allowing them to provide feedback. Students will also share technology resources that could support improvement efforts, when appropriate.

Section Five—Service Leadership Project Evaluation and Impact Summary

You will work with the principal and/or other school personnel to evaluate the degree to which the project impacted teaching and learning. This Evaluation and Impact Summary should include the following:

1. Summary of data outcomes that resulted from the project;
2. Description of how your efforts and leadership behaviors impacted school improvement (include feedback from stakeholders summarizing the project’s benefits);
3. Reflection on how this project has impacted your leadership skills and abilities (from Leadership Journal).

DPI Evidence 1: Positive Impact on Student Learning and Development

Levels/Criteria	Emerging 1	Developing 2	Proficient 3	Accomplished 4	Score/Level
<p>2a1. Works with others to systematically focus on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning (ELCC 2.2)</p>	<p>Candidate's artifact demonstrates awareness of data in schools to be assessed by listing those data sources</p>	<p>Candidate's artifact illustrates how they developed an instructional need by:</p> <ul style="list-style-type: none"> * listing data sources * documenting the stakeholder groups met with * documenting discussions involved in those meetings. 	<p>Candidate's artifact describes involvement of many stakeholders such as:</p> <ul style="list-style-type: none"> * teachers * students * administrators * central office staff * parents * school support staff <p>Candidate's artifact demonstrates a review and data analysis resulting in a professional development and a structural need impacting student achievement.</p>	<p>Candidate's artifact describes involvement of many stakeholders such as:</p> <ul style="list-style-type: none"> * teachers * students * administrators * central office staff * parents * school support staff <p>Candidate's artifact demonstrates a review and data analysis resulting in a professional development and a structural need impacting student achievement.</p> <p>Candidates artifact demonstrates how this component impacts other aspects of the school environment by synthesizing and analyzing those</p>	

Levels/Criteria	Emerging 1	Developing 2	Proficient 3	Accomplished 4	Score/Level
				areas most affected.	
2a2. Helps organize targeted opportunities for teachers to learn how to teach subjects well with engaging lessons (ELCC 2.4)	Candidate's artifact demonstrates an awareness of the need to develop an action plan to remedy issues involving student achievement by: * stating a need exists.	Candidate's artifact developed an action plan to remedy issues involving student achievement by: * documenting meetings with teachers to discuss these issues.	Candidate's artifact describes involvement & collaboration of: * Teachers * central office staff * (list number of meetings, with whom, discussion points Artifact developed and implemented a plan impacting student achievement Artifact included a reflection and analyses of the impact of the plan	Candidate's artifact describes involvement & collaboration of: * Teachers * central office staff * (list number of meetings, with whom, discussion points Artifact developed and implemented plan impacting student achievement Artifact included a reflection and analyses of the impact of the plan Artifact documents how this component impacts other aspects of the school environment by synthesizing and analyzing those	

Levels/Criteria	Emerging 1	Developing 2	Proficient 3	Accomplished 4	Score/Level
				areas most affected.	
2a3.Utilizes multiple sources of data, including the Teacher Working Conditions Survey, for the improvement of instruction (ELCC 4.1)	awareness of qualitative and quantitative data in schools that may be used to improve instructional practices resulting in student achievement by: * Listing the data sources	Working in isolation to: * collecting qualitative and quantitative data * beginning to analyze that data that may be used to improve instructional practices resulting in student achievement	Working collaboratively to: * collect and analyze qualitative and quantitative data (one data source must be the Teacher Working Conditions Survey) * meeting with stakeholders (documenting the meetings) * a plan of findings on the status of problems regarding student achievement that need to be addressed.	Working collaboratively to: * collect and analyze qualitative and quantitative data (one data source must be the Teacher Working Conditions Survey) * meeting with stakeholders (documenting the meetings) * a plan of findings on the status of problems regarding student achievement that need to be addressed. * this component impacts other aspects of the school environment by synthesizing and analyzing those areas most affected.	
2b1. Adheres	Candidate's artifact	Candidate's artifact	Candidate's artifact	Candidate's artifact	

Levels/Criteria	Emerging 1	Developing 2	Proficient 3	Accomplished 4	Score/Level
to legal requirements for planning and instructional time (ELCC 3.5)	demonstrates an awareness of data in schools to be assessed by: * listing those data sources resulting in an awareness of an instructional need with no action taken on this need	developed an instructional need by: * listing data sources documenting the stakeholder groups met with * participating in discussions involved in those meetings.	demonstrated involvement of many stakeholders such as: * teachers * students * administrators * central office staff * parents * school support staff Artifact listed number of meetings & with whom, discussion points that include: * list, review, and data analysis resulting in a professional development need and a structural need impacting student achievement * Impact of the "need"	demonstrated involvement of the following stakeholders: * teachers * students * administrators * central office staff * parents * school support staff * list number of meetings & with whom * discussion points Artifact included a list, review, and data analysis resulting in a professional development need and a structural need impacting student achievement * Impact of the "need" * component impacts other aspects of the	

Levels/Criteria	Emerging 1	Developing 2	Proficient 3	Accomplished 4	Score/Level
				school environment by synthesizing and analyzing those areas most affected.	
2b2.Reviews scheduling processes and protocols that maximize staff input and address diverse student learning needs (ELCC 2.1)	Candidate's artifact demonstrated an awareness of data in schools to be assessed by: * listing those data sources resulting in an awareness of an instructional need with no action taken on this need	Candidate's artifact developed an instructional need by: * listing data sources and documenting the stakeholder groups met with and discussions involved in those meetings.	Candidate's artifact demonstrated involvement of many stakeholders such as: * teachers * students * administrators * central office staff, * Parents * school support staff Artifact listed number of meetings, with whom, discussion points that include: * review of data analysis resulting in a professional development need and a structural need impacting student achievement.	Candidate's artifact demonstrated involvement of the following stakeholders: * teachers * students * administrators * central office staff, * Parents * school support staff Artifact listed number of meetings, with whom, discussion points * review of data analysis resulting in a professional development need and a structural need impacting student achievement	

Levels/Criteria	Emerging 1	Developing 2	Proficient 3	Accomplished 4	Score/Level
				Artifact described how this component impacts other aspects of the school environment by synthesizing and analyzing those areas most affected.	
4a2. Routinely participates in professional development focused on improving instructional programs and practices (ELCC 2.2)	Candidate's artifact demonstrated an awareness of: data in schools to be assessed by: * listing those data sources resulting in an awareness of an instructional need with no action taken on this need	Candidate's artifact developed an instructional need by: * listing data sources * documenting the stakeholder groups met with and discussions involved in those meetings.	Candidate's artifact demonstrated involvement of many stakeholders such as: * teachers * students * administrators * central office staff * parents, * school support staff Artifact listed number of meetings, with whom, discussion points * Review of data analysis resulting in a professional	Candidate's artifact demonstrated involvement of the following stakeholders: * teachers * students * administrators * central office staff * parents, * school support staff Artifact listed number of meetings, with whom, discussion points * Review of data analysis resulting in a professional	

Levels/Criteria	Emerging 1	Developing 2	Proficient 3	Accomplished 4	Score/Level
			<p>development need and a structural need impacting student achievement</p>	<p>development need and a structural need impacting student achievement.</p> <p>Artifact described how this component impacts other aspects of the school environment by synthesizing and analyzing those areas most affected.</p>	
<p>4c1.Works with others to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice (ELCC 2.3)</p>	<p>Candidate's artifact demonstrated awareness of data in schools to be assessed by: * listing data sources resulting in an awareness of an instructional need with no action taken on this need</p>	<p>Candidate's artifact developed an instructional need by: * listing data sources documenting the stakeholder groups met with and discussions involved in those meetings.</p>	<p>Candidate's artifact demonstrated involvement of many stakeholders such as: * teachers * students * administrators * central office staff * parents * school support staff</p> <p>Artifact listed number of meetings, with</p>	<p>Candidate's artifact demonstrated involvement of the following stakeholders: * teachers * students * administrators * central office staff * parents * school support staff</p> <p>Artifact listed number of meetings, with</p>	

Levels/Criteria	Emerging 1	Developing 2	Proficient 3	Accomplished 4	Score/Level
			<p>whom, discussion points * review of data analysis resulting in a professional development need and a structural need impacting student achievement</p>	<p>whom, discussion points * review of data analysis resulting in a professional development need and a structural need impacting student achievement</p> <p>Artifact described how this component impacts other aspects of the school environment by synthesizing and analyzing those areas most affected.</p>	

Attachment 3. Candidate Data

Assessment #5 A score of Meet Requirements ranges between 3 (Proficient) and 4 (Accomplished). In order to meet requirements students must score at least a 3 (proficient) in each rubric criteria

Semester year	Requirement	Authors Evaluated	Evaluation Method	Raw Results	Average for Group (%)
Fall 2011	Positive Impact on Student Learning and Development Service Leadership Project	82	Meets/Does Not Meet Requirements	82 Met / 0 Not Met	100
Fall 2012	School Improvement Service Leadership Project	81	Meets/Does Not Meet Requirements	81 Met / 0 Not Met	100

Rubric Criteria	Folio Area	Fall 2011			Fall 2012		
		Authors evaluated	Average for Group (Raw)	Met/Not Met Requirements (%)	Authors evaluated	Average for Group (Raw)	Met/Not Met Requirements (%)
Works with others to systematically focus on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning	Evidence Indicators: 2a1 ELCC 2.2	82	3.00/4	100% Met	81	3.02/4	100% Met
Helps organize targeted opportunities for teachers to learn how to teach subjects well with engaging lessons	Evidence Indicators: 2a2 ELCC 2.4	82	3.00/4	100% Met	81	3.02/4	100% Met

Utilizes multiple sources of data, including the Teacher Working Conditions Survey, for the improvement of instruction	Evidence Indicators: 2a3 ELCC 4.1	82	3.00/4	100% Met	81	3.02/4	100% Met
Adheres to legal requirements for planning and instructional time	Evidence Indicators: 2b1 ELCC 3.5	82	3.00/4	100% Met	81	3.02/4	100% Met
Reviews scheduling processes and protocols that maximize staff input and address diverse student learning needs	Evidence Indicators: 2b2 ELCC 2.1	82	3.00/4	100% Met	81	3.02/4	100% Met
Routinely participates in professional development focused on improving instructional programs and practices	Evidence Indicators: 4a2 ELCC 2.2	82	3.02/4	100% Met	81	3.02/4	100% Met
Works with others to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice	Evidence Indicators: 4c1 ELCC 2.3	82	3.02/4	100% Met	81	3.02/4	100% Met