

Alignment

Alignment to National Standards

Working individually, the program candidates will be required to review the NELP Standards and develop an entry plan that will help them be as successful as possible for the first six months on the job. This assessment best aligns with the following standards and components within the District National Educational Leadership Preparation (NELP) Program Recognition Standards and components.

1. Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation. (1.2)
2. Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture. (3.1)
3. Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs. (4.1)
4. Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole. (5.2)
5. Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision. (6.1)
6. Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations. (7.3)

How Alignment is Assured (Identify how this evidence supports candidates proficiencies with state or national specialty area standards)

This assignment is administered as part of the EDAD 6700: School District Administration course for all educational leadership candidates working on their superintendent certification. Alignment to standards is identified for students on the course syllabus. This course introduces candidates to the administrative and related functions of the school superintendency. Students will develop an entry plan made up of three phases. Phase I will be based on what they will do once they are offered and accept the superintendent position. This is often from February through July 1. Students will describe what they will do to become more familiar with the district and plans for becoming familiar with the community. Phase II will be for their first 60 days. This includes specifically getting to know central office staff, school staff and community members. Phase III will run through the end of December. The focus for this section should be better understanding the processes and systems that are in place for the district.

Evidence Overview

Use of Assessment as Part of the Quality Assurance System

This is a formative assessment for ensuring leaders have data literacy skills. The assessment includes students securing a paper copy of a district Comprehensive School Improvement Plan (CSIP) to then critique

and share with the class. The assignment involves the group sharing strengths and areas they would change given the CSIP. A portion of the guide for analyzing the CSIP is developed in class.

Details of Assessment Administration (Identify specific requirements for this assessment, including but not limited to, when during the program(s) is it administered, to whom, and the process of administration.)

This assignment is administered as part of the EDAD 6700: School District Administration course which is taken the first semester in the program of study. Students have access to the assignment materials from the beginning of the semester through Blackboard. All students in the course are required to complete this assignment.

How the Evaluation is used to Measure Candidate Progress

This assignment is used to provide formative feedback to candidates on their progress towards certification requirements. The faculty member of this course monitors candidates' abilities.

Evidence and Analysis

Directions Delivered to Candidates

Each student will create an Entry Plan for their transition to the superintendency. The plan will consist of three phases. The first phase will be what you will do from the time you accept the position to your first official day on the job. This will include getting to know more about the district as well as the community. This may be as much as 6 months prior to the first day on the job to as few as a few weeks prior to the first day on the job.

The second phase will be based on what you will do the first two months on the job. This will include getting to know the central office staff, board members, principals, directors, school staff and members of the community. This will include the opening staff meetings plans as well as being out in schools and learning about the buildings. This may also include learning about the current school improvement plan.

The final phase will be from September 1 through the end of December. This will be a continuation of building relationships with members of the school and community but will also move to learning about the process and systems in place used by the school. An emphasis should be on finances and academics that are not reviewed within the first two time frames. This time should also be used for getting to know state legislators and better understand their platform for education.

Evaluation Instrument

Entry Plan Rubric

Each student will create an Entry Plan for their transition to the superintendency. The plan will consist of three phases.

Assignment Components	Weak - 8pts	Proficient - 12pts	Excellent - 15pts
Phase 1	There is a limited description of what students would do and when as they learn more about the district. Timelines and activities are not	There is a description of what students would do and when as they learn more about the district. Timelines and activities are presented	There is a clear and thorough description of what students would do and when as they learn more about the district. Timelines and activities are clearly

	presented for most activities.	for each activity.	presented with a rationale for each activity.
	Weak - 10pts	Proficient - 16pts	Excellent - 20pts
Phase II	There is a limited description of what students would do and when as they learn more about the district. Timelines and activities are not presented for most activities.	There is a description of what students would do and when as they learn more about the district. Timelines and activities are presented for each activity.	There is a clear and thorough description of what students would do and when as they learn more about the district. Timelines and activities are clearly presented with a rationale for each activity.
	Weak - 8pts	Proficient - 12pts	Excellent - 15pts
Phase III	There is a limited description of what students would do and when as they learn more about the district. Timelines and activities are not presented for most activities.	There is a description of what students would do and when as they learn more about the district. Timelines and activities are presented for each activity.	There is a clear and thorough description of what students would do and when as they learn more about the district. Timelines and activities are clearly presented with a rationale for each activity.

Assurance of Reliability and Validity

We review multiple years of data to ensure consistency and reliability. This assessment has been reviewed by administrators in the field to assure content validity.

Presentation of Data

Summary of Student Scores

Years 2019-2022

N = 34

Fall 2017	Fall 2018	Fall 2020	Totals
n = 7 7/7 (100%) met the benchmark	n = 10 10/10 (100%) met the benchmark	n = 17 17/17 (96.50%) met the benchmark	N = 34 34/34 (100%) met the benchmark

Analysis and Interpretation

Data was collected and analyzed for N = 34 students from the years 2017, 2018, and 2020. This course is offered as needed and not every semester. During the three year period, 100% of the students met the benchmark. Meeting the benchmark consisted of scoring at the “meets” or “exceeds” level as indicated by the evaluation instrument.

Continuous Improvement

Focus Area(s)

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Educational Administration faculty and instructors will monitor student assessment scores to determine if adjustments need to be made. At this point, the consistently high performance does not warrant assessment revision but annual monitoring will remain an essential practice of the program.