

Alignment

Alignment to National Standards

Working individually, the program candidates will be required to write a letter to their legislators and an article for a newsletter or local paper. This assessment should align with each of the following standards within the District National Educational Leadership Preparation (NELP) Program Recognition Standards and components.

1. 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)
2. Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs. (5.3)
3. 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)
4. Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level. (7.4)

How Alignment is Assured

This assignment is administered as part of the EDAD 6760: Politics and School Leadership course for all educational leadership candidates working on their superintendent certification. Students write a letter to their legislator around a specific topic that is important to them and then write an article for the community advocating for a given topic. Alignment to standards is identified for students on the course syllabus. This course focuses on the district leader's role in working within the social, political, and ethical dimensions of school administration. Particular emphasis is placed on policy development at the federal, state and local levels. This assessment aligns with the District Level National Educational Leadership Preparation (NELP) Program Standards. It specifically addresses Standard 5: Community and External Leadership and Standard 7: Policy, Governance, and Advocacy.

Evidence Overview

Use of Assessment as Part of the Quality Assurance System (Identify the purpose of the assessment and how the evidence ensures, and continually increases, quality.

This is a formative assessment for ensuring leaders have skills in using data to develop supportive environments. The assessment includes writing a letter to a state legislator and a newsletter article advocating on the same topic of the letter.

Details of Assessment Administration

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This assignment is administered as part of the EDAD 6760: Politics and School Leadership course which is typically taken in the middle of 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

You will write a letter to your state legislator as well as an article for the district newsletter around a specific bill that has been introduced or you anticipate being introduced in the upcoming legislative session. In both communications you will briefly introduce yourself and identify the issue you will be addressing. You make a clear connection to why you are for or against an issue and provide multiple key points of how the issue might affect your district. You provide contact information so your legislator or community members can contact you if they choose and there are no grammatical errors in the letter or newsletter.

Evaluation Instrument

Legislative Letter (25 points)

| Assignment Components | Novice 3pts | Competent 5pts | Proficient 8pts |
|-----------------------|---|--|--|
| Introduction | You do not introduce yourself or the issue. | You either briefly introduce yourself OR go straight to the issue you will be addressing. | You briefly introduce yourself and identify the issue you will be addressing. |
| Assignment Components | Novice 4pts | Competent 7pts | Proficient 9pts |
| Connection | You tell why you are for or against an issue. You have no key points of how that issue will affect your district. | You make a connection to why you are for or against an issue. You have key points but they do not connect to how that issue will affect your district. | You make a clear connection to why you are for or against an issue. You have key points of how that issue will affect your district. |
| Assignment Components | Novice 0pts | Competent | Proficient 3pts |
| Conclusion | You provide no contact information if the legislator wants to contact you.. | | You provide contact information if the legislator wants to contact you. |

| Assignment Components | Novice 1pt | Competent 3pts | Proficient 5pts |
|-----------------------|--|---|--|
| Conclusion | There are multiple spelling, grammar or punctuation errors. The sentences do not flow or are not easy to read. | There are 1-2 spelling, grammar or punctuation errors. The sentences flow and are easy to read. | There are no spelling, grammar or punctuation errors. The sentences flow and are easy to read. |

Newsletter Article (25 points)

| Assignment Components | Novice 3pts | Competent 5pts | Proficient 8pts |
|-----------------------|---|--|--|
| Introduction | You do not introduce yourself or the issue. | You either briefly introduce yourself OR go straight to the issue you will be addressing. | You briefly introduce yourself and identify the issue you will be addressing. |
| Assignment Components | Novice 4pts | Competent 7pts | Proficient 9pts |
| Connection | You tell why you are for or against an issue. You have no key points of how that issue will affect your district. | You make a connection to why you are for or against an issue. You have key points but they do not connect to how that issue will affect your district. | You make a clear connection to why you are for or against an issue. You have key points of how that issue will affect your district. |
| Assignment Components | Novice 0pts | Competent | Proficient 3pts |
| Conclusion | You provide no contact information if those in the community want to contact you. | | You provide contact information if those in the community want to contact you. |
| Assignment Components | Novice 1pt | Competent 3pts | Proficient 5pts |
| Conclusion | There are multiple spelling, grammar or punctuation errors. The sentences do not flow or are not easy to read. | There are 1-2 spelling, grammar or punctuation errors. The sentences flow and are easy to read. | There are no spelling, grammar or punctuation errors. The sentences flow and are easy to read. |

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

| Spring 2019 | Fall 2019 | Fall 2021 | Totals |
|--|--|---|--|
| n = 14 14/14 (100%) met the benchmark | n = 12 12/12 (100%) met the benchmark | n = 4 4/4 (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 2019 and 2021. 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)

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.