Alignment

Alignment to National Standards

This assignment aligns with the following Missouri Leadership Development Standards:

1. Knows the importance of a vision and how it relates to the core values and culture of the school community.
2. Understands the importance of all stakeholders knowing the collective mission, vision and core values.
3. Understands how multiple sources of data connected to a mission, vision and core values.
4. Understands standards and how they apply to horizontal and vertical alignment of local curricula and content areas.

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 5770: Instructional Leadership and School Improvement course for all educational leadership candidates working on their initial principal certification. Alignment to standards is identified for students on the course syllabus. This assessment requires students to individually or as part of a team develop a two-year plan to turnaround a struggling school. This plan would include collaborating with staff to develop, articulate, implement, and steward a shared vision of learning for the school (1.1). The candidates would review the data provided and identify new data resources to investigate in order to identify reasonable school goals, assess organizations, effectiveness, and develop a plan to achieve these new goals (1.2). Candidates will also incorporate a clear understanding of the change process in their strategies for improvement as well as how a continuous improvement culture will be developed (1.3). Finally, the plan must show how the leader will monitor the success of the plan, make appropriate revisions where necessary, and create a process which will be supported by the stakeholders (1.4).

Evidence Overview

Use of Assessment as Part of the Quality Assurance System

This is a formative assessment for ensuring leaders have skills in leading and supporting collaborative efforts. The assessment requires students to create a two-year plan for a school they are interviewing to lead. This school is not meeting expectations in a number of areas, thus it is important for the students to be able to interpret the data and develop a plan that would set the course for improvement over the next two years. This assessment demonstrates candidates' instructional leadership skills in working with faculty on issues of instruction, curriculum, culture, and professional development within the school.

Details of Assessment Administration

This course is required for all candidates seeking a degree in either elementary or secondary school administration (MSE and Ed.S). Students typically take this course in the middle of the program of study. Students have access to the assignment materials from the beginning of the semester. 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

"Instructional Leadership and School Improvement" Scenario

The Struggling School District has recently been cited by the state department as being a low performing school district. As a result, the Board of Education replaced the former superintendent who had been there for 15 years. The new superintendent is a bright, enthusiastic young woman who has established improving student achievement as the number one goal in the school district. She has been in the district now for four years and a majority of the schools are showing significant improvement. However, the school for which you are the top candidate for principal has shown no improvement. You are the top candidate largely due to your extensive knowledge of the research on effective schools and your knowledge of "best practices." The only reservation the superintendent has in hiring you is your lack of experience. As a result of her concern, thesuperintendent has asked you to develop in writing a plan that will improve student achievement and increase staff morale.

The superintendent has asked you to meet with her to discuss the details of your plan. You had mentioned in your interview with the superintendent the research done by Marzano and Blankstein related to improving student achievement. She has now asked you to present a plan in which you describe which areas you will establish as a focus for your first two years with the staff. Include your rationale. In addition, she wants you to outline what you would do to get the staff members to develop ownership of the plan. Basically, she is asking you to use your knowledge of the change process to establish a solid approach with the staff.

When outlining your plan be as specific as possible. The superintendent wants to know exactly how you are going to go about the process. She realizes that change will be difficult for the staff and there may be staff who will complain to members of the community or board members about you. She wants to do everything in her power to help you be successful. The best way she can assist you is to be supportive of your efforts to those who call to complain. Thus, it is important that she knows the approach that you are taking so she can speak intelligently to the constituents about your efforts.

You should be prepared to outline your priorities for each of the first two years. In addition, you should discuss the process you would go through to determine the goals for each of the first two years. The superintendent understands that the plan may be adjusted during this time period, but she wants to get an idea of what the areas of focus for the school may be.

You will find information about the school on the following two pages. You should use this information in developing your plan. The school may be elementary, middle or high school. You are to indicate at the beginning of your plan the grade level of the school and the size of the school.

Information about the school that should assist you in developing your plan:

Guaranteed and Viable Curriculum--Ensuring Success for AII Students
- The district began a comprehensive curriculum revision process the first year
- Under the new superintendent. Curriculum has been revised in every content area

- At every grade level, the curriculum is aligned internally, externally, horizontally, and vertically. In addition, the curriculum is aligned contextually to the state testing results.
- Little attention was given to the curriculum development process by the teachers in your new school.
- The former principal was not in classrooms on a regular basis and left the instruction to the teachers. He didn't feel that it was his role to interfere.
- There are no school level structures to support students who are not achieving academically.
- Some teachers have developed procedures to assist students in their classrooms by tutoring students before and after school, but this is the exception not the norm.

Challenging Goals and Effective Feedback / Common Mission, Vision, Values and Goals / Using Data to Guide Decision Making
- The former principal did not develop a school improvement plan with the staff.
- The school has not developed a mission statement, a vision statement, nor have they had school wide goals for the 12 years of the previous principal's tenure.
- There is no school level process for gathering data or using data on a regular basis
- The former principal did not provide regular feedback to the teachers regarding instructional practices.
- Little time or effort was given to teacher evaluations. As a result, all teachers have positive evaluations even though the former principal didn't spend much time in the classrooms.
- Feedback to students varies from teacher to teacher. Some teachers give timely and specific feedback, others do not.
- Some teachers are using classroom data effectively to make adjustments in instruction, while many teachers are not.

Parent and Community Involvement / Active Engagement of Parents and Community
- Parent involvement consists of PTA meetings on a monthly basis. Very few parents attend the meetings because of their perception that their input is not valued by the school.
- Parents have become lethargic about the school.
- There is no school level effort to get community members involved in the school.
- Some teachers are using community members as resources in their classroom, but the majority of teachers are not.

Safe and Orderly Environment
- The former principal established this area as a focus and did an excellent job establishing a safe environment for both staff and students.
- Students know the rules and the consequences if they violate them.
- The school has a School Resource Officer (SRO) who effectively works with students and staff.

Collegiality and Professionalism / Collaborative Teaming
- The best way to describe the staff is "isolated" from each other. There is very little conversation between staff members related to teaching and learning. Most of the conversations are social in nature.
- There is no structure built into the schedule for staff members to communicate on a regular basis.
- Professional development consists of a selected group of staff attending national conferences each year, while others receive little or no training.

Evaluation Instrument

Element	Exceeds Standard 3	Meets Standard 2	Partially Meets Standard 1	Does Not Meet Standard 0
1.1. Candidates understand and can collaboratively develop, articulate, and steward a shared vision of learning for a school.	Candidate creates an exceptional process for collaboratively developing, articulating, and stewarding a shared vision for a school. All components are clearly explained and connect effectively into a coherent process.	Candidate creates an appropriate process for collaboratively developing, articulating, and stewarding a shared vision for a school. All components are explained and connect into a coherent process.	Candidate creates a partial process for collaboratively developing, articulating, and stewarding a shared vision for a school. Some components are clearly explained but the connection between the components lacks clarity.	Candidate does not succeed in creating a process for collaboratively developing, articulating, and stewarding a shared vision for a school. The components are not clearly explained and do not connect effectively into a coherent process.
1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.	Candidate demonstrates exceptional understanding of the data provided and what additional data would be needed when identifying school goals that show the greatest probability of improving student achievement. Candidate is able to perceptively	Candidate demonstrates appropriate understanding of the data provided and what additional data would be needed when identifying school goals that show the greatest probability of improving student achievement. Candidate is able to appropriately	Candidate demonstrates partial understanding of the data provided and provides limited additional data that would be needed when identifying school goals that show the greatest probability of improving student achievement.	Candidate does not demonstrate an understanding of the data provided nor does the individual provide additional data that would be needed when identifying school goals that show the greatest probability of improving student achievement.

	assess organizational effectiveness beyond the information given and develop a sound process to implement the identified school goals.	assess organizational effectiveness and develop an appropriate process to implement the identified school goals.	Candidate is able to partially assess organizational effectiveness and shows an incomplete process to implement the identified school goals.	Candidate is unable to assess the organizational effectiveness or show a process to implement the identified school goals.
1.3 Candidates understand and can promote continual and sustainable school improvement.	Candidate demonstrates a clear and multi-layered approach to promote continual and sustainable school improvement.	Candidate demonstrates an appropriate approach to promote continual and sustainable school improvement.	Candidate demonstrates a partial approach to promote continual and sustainable school improvement.	Candidate does not demonstrate an approach to promote continual and sustainable school improvement.
1.4. Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.	Candidate demonstrates a clear ability to understand and evaluate school progress and shows multiple strategies to revise school plans in a way that can be supported by school stakeholders.	Candidate demonstrates an appropriate ability to understand and evaluate school progress and show at least one strategy to revise school plans in a way that can be supported by school stakeholders.	Candidate demonstrates partial ability to understand and evaluate school progress and does not show at least one strategy to revise school plans in a way that can be supported by school stakeholders.	Candidate does not demonstrate the ability to understand and evaluate school progress and does not show strategies to revise school plans in a way that can be supported by school stakeholders.

Assurance of Reliability and Validity

We review multiple years of data to ensure consistency and reliability. This assessment has been reviewed by educational leaders to assure content validity.

Presentation of Data

Summary of Student Scores
Years 2019-2022

N = 166

2019-2020	2020-2021	2021-2022	Totals
n = 51 51/51 (100%) met the benchmark	n = 58 58/58 (100%) met the benchmark	n = 57 55/57 (96.50%) met the benchmark	N = 166 164/166 (98.80%) met the benchmark

Analysis and Interpretation
Data was collected and analyzed for N = 166 students from the years 2019-2022. During the three year period, 98.80% 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.