

Alignment

Alignment to National Standards

This assignment was designed to support the Missouri Leadership Development Standards (MLDS) Relational Leadership domain which focuses on developing positive, supportive relationships with students, staff, parents/guardians, and the community. The MLDS Aspiring Principal competencies include:

- (18) Knows how and why analysis of student demographics is used to determine the overall diversity of a school and its impact on the teaching and learning process
- (19) Understands the legal implications of in-school and out-of-school strategies and resources available in supporting the well-being of each student
- (20) Understands how to build positive relationships in support of student learning and well-being
- (21) Understands the importance of building effective, ethical relationships with staff
- (22) Understands how to develop a culture of support and respect among staff
- (23) Serves as a teacher leader and understands the importance of promoting teacher leadership
- (24) Understands a variety of strategies for building relationships with families
- (25) Recognizes the importance of building positive relationships with other community stakeholders

How Alignment is Assured

This assignment is administered as part of the EDAD 6160: School and Community Relations course for all educational leadership candidates working on their superintendent certification. Alignment to standards is identified for students on the course syllabus. This course examines strategies and skills for communication, consensus building, community relations, and collaboration in various contexts involving parents/guardians, community members, and other stakeholders.

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 includes students working with a partner or small group to construct an action plan to improve communications and public relations within an identified school or district. The action plan, at a minimum needs to include the creation of an advisory group and a communication plan.

Details of Assessment Administration

This assignment is administered as part of the EDAD 6160: School and Community Relations course which is typically taken approximately half way through the candidate's 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

School and Community Relations Communication Plan. Students will construct an action plan to assess and address communication processes within the school and community. The plan will include a Sociological Inventory of the school and community, providing a descriptive analysis of the community demographics and school stakeholders. The plan should also provide a solid description of the communication processes currently utilized with the community. Pulling from these analyses, the educational and communication needs are to be highlighted, resulting in action steps to improve communication, and school and community relations, in general. The action plan should, at a minimum, include the creation of an advisory group and a communication action plan. This assignment may be completed in small groups.

Criteria:

Demographics and Stakeholders School, district, and/or community characteristics are well defined. Demographic information is present and thorough. Key stakeholders are identified and included in the planning and implementation steps

Needs and Objectives. The school and community needs are clearly defined, with support from, or connections to, the sociological inventory or other quantifiable data. A minimum of two objectives are identified

Communication Plan. A thorough communication action plan is demonstrated that includes:

1. Analysis of student and community demographics and its impact on teaching and learning (18).
2. possible legal implications associated with professional and organizational communication processes (19).
3. Connection to the need for positive relationships in support of student learning (20, 22).
4. Avenues for building effective, ethical relationships and a culture of support and respect within the school. (21, 22).
5. articulates the role of school leaders, faculty, and staff (23).
6. action plan providing a variety of strategies for communication and building relationships with school, family, and community stakeholders (24, 25);

Participation All group members contribute to the presentation. It is evident that all group members are knowledgeable of the material and supporting rationale (both in presenting and in responding to audience questions).

Delivery The presentation effectively delivers the communication plan to the audience, including demographics, identified needs, action steps, and program evaluation. Presenters present the material in a coherent and professional manner.

Evaluation Instrument

School and Community Relations Communication Plan Rubric

Element	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard
(18) Knows how and why analysis of student demographics is used to determine the overall diversity of a school and its impact on the teaching and learning process	<p>Candidate demonstrates an exceptional understanding of student demographics and community diversity.</p> <p>The plan demonstrates an understanding and appreciation of the community's diversity.</p> <p>The strategic plan incorporates cultural, social, and intellectual resources from the community.</p>	<p>Candidate demonstrates an appropriate understanding of student demographics and community diversity.</p> <p>The plan demonstrates an understanding and appreciation of the community's diversity; however, the strategic plan does not incorporate cultural, social, and intellectual resources from the community.</p>	<p>Candidate partially succeeds in demonstrating student demographics and community diversity..</p> <p>There are connections for school-business and school-home partnerships, but the plan is deficit an understanding or appreciation of potential cultural, social, or intellectual resources within the community.</p>	<p>Candidate does not effectively demonstrate an understanding of student demographics and community diversity.</p> <p>or</p> <p>The plan does not demonstrate an appropriate understanding or appreciation of the community's diversity.</p>
(19) Understands the legal implications of in-school and out-of-school strategies and resources available in supporting the well-being of each student.	<p>The action plan includes both in-school and out-of-school stakeholders and resources.</p> <p>The action plan includes avenues for community stakeholders to provide support for students.</p> <p>The action plan addresses legal implications for school leaders and staff.</p>	<p>The action plan includes both in-school and out-of-school stakeholders and resources.</p> <p>However, the action plan implies, but does not include specific strategies or avenues for community stakeholders to provide support for students.</p> <p>The action plan implies legal implications for school leaders and staff.</p>	<p>The action plan includes limited in-school and out-of-school stakeholders and resources.</p> <p>The action plan implies, but does not include specific strategies or avenues for community stakeholders to provide support for students.</p> <p>The action plan has only limited implications regarding the legal issues for school leaders and staff.</p>	<p>The action plan does not include both in-school and out-of-school stakeholders and resources.</p> <p>The action plan does not include specific strategies or avenues for community stakeholders to provide support for students.</p> <p>The action plan does not address the legal implications for school leaders and staff.</p>
(20) Understands how to build positive relationships in support of student learning and well-being.	<p>Candidate demonstrates an exceptional understanding of a process to gain community support for improving the school's educational mission.</p> <p>The action plan incorporates cultural, social, and intellectual resources from the community to support student learning and well-being.</p>	<p>Candidate demonstrates an appropriate understanding of a process to gain community support for improving the school's educational mission.</p> <p>The plan demonstrates an understanding and appreciation of the community's diversity and includes avenues for building these relationships.</p>	<p>Candidate demonstrates an appropriate understanding of a process to gain community support for improving the school's educational mission; however the plan does not provide avenues or strategies for building positive relationships with key stakeholders.</p>	<p>Candidate is not successful in demonstrating an understanding of a process to build positive relationships with staff, or community members to support student learning.</p>
(21) Understands the importance of building effective, ethical relationships with staff; and (22) Understands how to develop a culture of	<p>The action plan clearly articulates strategies for building effective and ethical relationships with staff; and develop a culture of support and respect among staff.</p>	<p>The action plan provides strategies for building effective relationships with staff; and/or a culture of support and respect among staff.</p>	<p>The action plan implies the importance of building effective relationships with staff; and/or a culture of support and respect among staff, but no specific strategies focus on this goal.</p>	<p>The action plan does not address the need for building effective relationships with staff; or steps to support a culture of support and respect among staff. No strategies focus on this goal.</p>

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support and respect among staff.				
(23) Serves as a teacher leader and understands the importance of promoting teacher leadership.	The action plan clearly articulates the importance of leadership in promoting positive communications and building community support for the school. The plan addresses both administrator and teacher leadership roles.	The action plan notes the role of leadership in promoting positive communications and building community support for the school.	The action plan has limited connections to the role of leadership in promoting positive communications and building community support for the school. There is limited articulation of the leadership roles for staff and administrators.	The action plan does not address the role of leadership in promoting positive communications and building community support for the school.
(24) Understands a variety of strategies for building relationships with families; and (25) Recognizes the importance of building positive relationships with other community stakeholders	Candidate is exceptional planning and directing of a community advisory committee that has a knowledge of the problem, develops alternative solutions and creates an action plan for the school that has clear implications for building positive relationships with key stakeholders.	Candidate demonstrates appropriate planning and directing of a community advisory committee that has a knowledge of the problem, develops alternative solutions and creates an action plan for the school that has clear implications for building positive relationships with key stakeholders.	Candidate partially succeeds in providing a variety of strategies. Strategies have a limited connection to the needs of the community. Candidate provides limited alternatives within the action plan to support building positive relationships with key stakeholders.	Limited strategies are included in the action plan, or the strategies have little connection to building positive relationships with community stakeholders.

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

N =

2019-2020	2020-2021	2021-2022	Totals
n = 30 30/30 (100%) met the benchmark	n = 74 50/50 (100%) met the benchmark	n = (100%) met the benchmark	N = 128/128 (100%) met the benchmark

Analysis and Interpretation

This assessment is completed by aspiring principals and superintendents. Data was collected and analyzed for N = students from the years 2019 to 2021. This course is offered once per year. 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.