Distributed Teacher and Leader Education

EDL 595 – Research Project Seminar Assessment

Brief Description

ELCC standard 1.4 is Steward A Vision. The essence of this standard is encapsulated in sub-element b:

> *Candidates understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.*

Within the SBU Educational Leadership Program there is a realization that educational leaders are constantly faced with challenges, problems, issues and needs. When does an effective leader move beyond the limits of personal knowledge and research the current literature for advice and guidance? In education, as with any organization, too much time and resources are spent trying to fix symptoms. Educational leaders must become astute at recognizing the difference between symptoms, problems and the causes of problems if meaningful changes are to be designed and implemented. Gathering information and understandings from the literature can assist the educational leader in designing a comprehensive plan for solving problems. Hence, there is an underlying goal of the Educational Leadership Program to develop each candidate into effective "consumers of research". A course within the Educational Leadership Program is called Project Seminar (CEQ 595) which enables our candidates (aspiring educational leaders) to learn how to recognize the difference between symptoms, problems and the causes of problems, and become skilled at gathering information and understandings from the literature with the goal of designing comprehensive plans for solving problems. The course teaches that successful educational leaders must be able to identify, clarify and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations.

Alignment to Standards

The assessment is used by the instructor at the end of EDL 595, Research Project Seminar, to determine whether candidates have developed the **knowledge, skills and**

dispositions pursuant to specific ISLLC standards that are aligned to the above goal. It assesses the **professional and pedagogical knowledge and skills** necessary to **support student learning and development** by consulting relevant literature and devise pertinent plans that will improve aspects of the educational system. For purposes of NCATE evaluation, only the results for **ISLLC leadership standards 1B, 1D, 4A and 6C** will be evaluated by the assessment.

- **1B Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.**
- **1D Promote continuous and sustainable improvement.**
- **4A Collect and analyze data and information pertinent to the educational environment.**
- **6C Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.**

Scoring Guide

The faculty member teaching Project Seminar evaluates each candidate using a 4-point rubric for each of the ISLLC leadership standards listed in this assessment tool. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. Note: Evaluators should use the ELCC sub-elements listed in the boxes for assistance during the evaluation process. Not all of the ELCC sub-elements have to be observed during the internship.

Scoring Guide:

ISLLC Standard #1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.				
Standard Function	**Unacceptable - 1**	**Min Meets - 2**	**Meets Standards - 3**	**Distinguished - 4**
1B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.	Candidate **does not** demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. (ELCC 1.2b) Candidate **does not** understand the theory and research related to organizational and	Candidate demonstrates the ability to use **some** data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate **partially** understands the theory and research related to organizational and	Candidate **can** demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate **can** understand the theory and research related to organizational and educational leadership.	Candidate demonstrates a **comprehensive** use of data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate has a **comprehensive** understanding of the theory and research related to organizational and

				educational leadership.
	educational leadership. (ELCC 1.4b)	educational leadership.		educational leadership.
1D. Promote continuous and sustainable improvement.	**Unacceptable - 1**	**Min Meets - 2**	**Meets Standards - 3**	**Distinguished - 4**
	Candidate **does not** demonstrate the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision. (ELCC 1.2a)	Candidate demonstrates the ability to **partially** articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision.	Candidate **can** demonstrate the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision.	Candidate demonstrates a **strong** ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision.

ISLLC Standard #4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard Function	**Unacceptable - 1**	**Min Meets - 2**	**Meets Standards - 3**	**Distinguished - 4**
4A.Collect and analyze data and information pertinent to the educational environment.	Candidate **does not** engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals. (ELCC 1.4b)	Candidate **partially** engages in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.	Candidate **can** engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.	Candidate **regularly** engages in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.

ISLLC Standard #6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Standard Function	**Unacceptable - 1**	**Min Meets - 2**	**Meets Standards - 3**	**Distinguished - 4**
6C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.	Candidate **does not** demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district. (ELCC 6.2c) Candidate **does not** demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning. (ELCC 4.1b)	Candidate **partially** demonstrates the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district. Candidate demonstrates a **partial** ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.	Candidate **can** demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district. Candidate **can** demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.	Candidate demonstrates a **strong** ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district. Candidate demonstrates a **strong** ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.