

Educational Leadership for Institutional Effectiveness

EDAS 5343



Version 1.0.1

Southern Wesleyan University

Central, Charleston, Columbia, Greenville, Greenwood, Spartanburg, North Augusta
South Carolina

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Mission

Southern Wesleyan University is a private, Christian, non-profit institution and is affiliated with The Wesleyan Church. The university is governed by a Board of Trustees and seeks to accomplish the following institutional mission:

To help men and women become all God intends them to be through an excellent learning experience that promotes intellectual inquiry, fosters spiritual maturity, equips for service, and mobilizes leaders whose lives transform their world through faith, knowledge, love and hope as they serve Jesus Christ and others.

The School of Education Mission

"Educators who demonstrate scholarship within a Christian ethic of care"

Conceptual Framework

As scholars who demonstrate a Christian ethic of care through their actions, teachers [leaders] should exhibit a professional demeanor. As professional educators, they clarify objectives, ideas, and thoughts. They define the values that give direction to their lives and teaching. Individuals define themselves and their surroundings according to their attitudes, beliefs, and values (Rubin, 1985). As a consequence of living out what they know and what they believe, they instill confidence in others who may choose to follow. These individuals set the standards for the profession and give it direction. Guided by their attitudes, beliefs, and values, individuals with a clear sense of direction can change the climate of a school. Leadership candidates who demonstrate competence in meeting the requirements of the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) performance standards, as well as Interstate New Teacher Assessment and Support Consortium (INTASC) Principle 10 (constituent relations), and the Educational Leadership Constituent Council (ELCC) standards can impact the school environment in a way that demonstrates the belief in the worth of each individual, the belief that all children can learn, and the belief that effective teaching can impact learning outcomes. Those whose leadership practices are aligned with the ELCC Standards and the School of Education's dispositions Principle 11 (a Christian ethic of care) can similarly influence the field of education within the context of their unique positions.

These elements – service to others, sensitivity to learners, reflective practice, and professional leadership – also permeate the conceptual framework as specific dispositions relating to a Christian ethic of care to self, learners, colleagues, and community. As Southern Wesleyan prepares teacher candidates to assume pivotal roles in America's public schools, the elements of the conceptual framework have been linked to the principles established by the Interstate School Leaders Licensure Consortium (ISLLC) and ELCC Standards. A leadership candidate's performance during internship is assessed using South Carolina's assessment standards as found in PADEPP. These standards are aligned with the ELCC Principles.

Teaching and Learning at Southern Wesleyan University

As educators, we view teaching and learning as a complex endeavor relying upon what we know about how the human brain functions, how students develop cognitively, and how to arrange learning experiences accordingly. However, teaching is not formulaic or unproblematic. Teachers cannot view the learning process solely as an applied science because it is also a social practice. Human beings bring all sorts of emotional, psychosocial, and spiritual issues with them into the learning experience, which often cannot easily be identified or understood. For that reason, teaching is much like a dance between the applied science and the social practice—it is an art form that requires preparation, reflection, adeptness, practice, and prayer. This syllabus will help faculty and candidates as they engage in the complex learning enterprise.

Connection to the Mission of Southern Wesleyan University

This syllabus is designed to assist instructors as they create an “excellent learning experience that promotes intellectual inquiry, fosters spiritual growth, equips for service, and mobilizes leaders whose lives transform their world...” As such, it should target not only the important things for candidates to know and be able to do in their chosen fields, but it should be intentional about helping candidates to develop deep understandings that will endure and the ability to critique their own assumptions, beliefs, and values.

Learning Teams

Learning Teams are often a valued strategy used in the syllabi. However, the instructor reserves the right to organize homogeneous groups based on similar subject area concentrations or certification levels. In such cases, the homogeneous groups would facilitate cooperative learning based on the assigned activities.

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

The teacher education programs at Southern Wesleyan University are accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus in Central and all other learning centers operated by SWU. The university's teacher education programs are also approved by the South Carolina State Board of Education.



Educational Leadership for Institutional Effectiveness

EDAS 5343

Course Description

Candidates will learn how to engage in authentic evaluation of the effectiveness of the instructional programs for student achievement of learning. They will be able to collect, interpret, and use quantitative and qualitative data from a variety of sources for school and district improvement.

ENDURING UNDERSTANDINGS

1. Leading a school requires a principal to build a repertoire of evaluation skills.
2. Evaluation must be based on collected and analyzed data.
3. Evaluation is a repetitive process that must be conducted on a regular basis.
4. Program adjustments and improvements must be based on the collection and evaluation of pertinent data.

Course Prerequisites

There are no prerequisites for this course.

Course Learning Outcomes

Upon successful completion of this course, candidates will know

- how to utilize a variety of sources of information and evaluation models in order to enhance student, teacher and school performance.
- how to facilitate the decision making process through evaluation of data.
- how to establish effective collaboration with stakeholders for school improvement.
- how to collaborate with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.
- how school culture and diversity impacts institutional programs and effectiveness.
- how to use available resources and opportunities for their own professional growth as well as for others.

Course Learning Assignments and Assessments

Grading Guidelines

Assessments	Percentage
Annotated Analysis of Needs Assessment	15 %
School Report Card Analysis	10 %
Vision and Evaluation Alignment	15 %
Graphic Organizer for Evaluation Process	15 %
Case Studies and Discussions	10 %
Class Participation	10 %
School Improvement Project and Presentation	25 %
Total	100 %

Annotated Analysis of Needs Assessment - 15%

This paper must be between 1200-1500 words in length and must analyze the strengths and weaknesses of the candidate's current school. The analysis is an essential component of the School Improvement Plan. Each candidate should use the template in Appendix A to catalog his/her school's strengths and weaknesses. That assessment can then be used to write an analysis and determine possible solutions.

School Report Card Analysis - 10%

This paper should be between 1200-1500 words in length. The candidate should examine the demographics of his/her school and examine each grade level tested. Strengths and areas that need improvement should be discussed. The candidate should determine how the school report can help guide the School Improvement Plan. A bibliography should be included with the analysis.

Vision and Evaluation Alignment - 15%

This paper should be between 1000-1200 words in length and should align the present evaluation system with the vision statement. Each candidate should determine areas in which the evaluations do and do not align well with the vision. Candidates should identify deterrents to implementing the school vision and explore how the evaluations and the vision were established.

Graphic Organizer for Evaluation Process - 15%

This is a flowchart of the evaluation process with the evaluation process explained. The paper and the flow chart should be 3-5 pages in length. Candidates should identify the focus of the evaluation, data sources, types of evaluation, and projected targets. This flowchart should be the basis for the final evaluation project. The template used for the needs assessment should provide a basis for the final School Improvement Project.

Case Studies and Discussions - 10%

Case study analysis is an effective means by which candidates are forced to think about institutional effectiveness related to school improvement issues. In case studies, candidates will analyze the evaluation in a scenario that is related to some course of action either undertaken or contemplated. In the analysis there will be an examination of all possible alternatives for action, how the choice of alternatives reflects institutional effectiveness, and how the chosen course of action impacts school improvement. In these activities, candidates will work in collaborative groups to identify the issues, explore the possible options available, the impact on the followers, and generally look at the complexity and ambiguity that accompany decisions regarding school improvement. When analyzing a case, candidates will explore possible courses of action and the implications for each.

Class Participation - 10%

Class participation is a significant component of this course in terms of a grade but also in terms of what candidates will take from the course. The rubric in Appendix H outlines the expectations for class participation. In order to participate meaningfully, candidates must read the assigned material and come to class ready to discuss, raise questions, and contribute insightful commentary on the issues under discussion.

School Improvement Project and Presentation - 25%

This paper should be between 10-15 pages in length. The template is included in Appendix J. The School Improvement Project should be based on your School Report Card, the Needs Analysis, and the School and District Vision. Explanations of the areas for improvement should be provided in a summary at the end of the paper.

Correlation Matrix

Course Number	Course Name	SWU Leadership Standards	ELCC Standards	PADEPP Standards	SWU Learning Outcomes
EDAS 5343	Educational Leadership for Institutional Effectiveness	1 & 7	1.1, 1.2, 1.3, 1.4, 1.5, 2.5, 2.7, 2.8, 2.9, 3.4, 5.2, 5.3, 5.4, 6.3	2, 3, 4, 5, 6, 8, 9	1 - 10

For a list of all the ELCC standards, consult <http://www.npbea.org/ELCC/ELCCStandards%205-02.pdf>

For a list of all the ISLLC standards, consult <http://www.ccsso.org/content/pdfs/elpsiisllc2008.pdf>

For a list of all the SC PADEPP standards, consult <http://ed.sc.gov/agency/Educator-Quality-and-Leadership/Leadership/old/pd/documents/adeppstandardsandcriteria.pdf>

For a list of all SWULOs, please refer to the graduate student catalog.

Grade Equivalency Table

The student's final grade will reflect the grading system adopted by Southern Wesleyan University. All grades are reported in a system of eleven letter grades designated as "A" thru "F" with appropriate plus and minus additions reflecting the following scheme:

Percentage Value	New Designation	Numeric value for GPA
100-96	A	4.0 – 3.9
95-93	A-	3.7
92-90	B+	3.4
89-87	B	3.0
86-84	B-	2.7
83-81	C+	2.4
80-78	C	2.0
77-75	C-	1.7
74-73	D+	1.4
72-70	D	1.0
Below 70	F	0.0

WRITTEN REPORT GUIDELINES

The following guidelines should be used for written reports submitted by individuals or learning teams:

- The length of the report will be determined by the faculty member.
- The report should be typed, double-spaced, front side only, in Times New Roman 12-point font. Titles, etc., can be in a larger font size.
- Candidates must follow APA format for proper grammar, spelling, sentence/paragraph structure, and footnote or endnote structure. All cases are to be written in the third person as a professional paper.
- A cover sheet should include the candidate's name, course number, the report title, faculty member's name, and the date submitted. A hardback cover for the report is not required.
- Titles for each section may be used if the candidate desires.
- The learning team report is to
 - outline and discuss the relevant issues/problems underlying the topic, including historical comments if desired.
 - present opposing/alternative views concerning the issues.
 - generate creative solutions that are original, not someone else's.
 - present the learning team's synthesis or proposed position concerning the issue in a logical manner.
 - contain accurate and complete data.
- The report is not to consist of separate papers put together to make one larger report. Instead, it should represent the results of the learning team's research and thinking together about the issue and coming to conclusions concerning possible solutions. Obviously, individuals in the team will be given specific tasks by the learning team.
- Each learning team member is to participate in the preparation and presentation of the report.

ORAL PRESENTATION GUIDELINES

The following guidelines should be used for oral presentations by learning teams or individuals:

- The length of the presentation(s) will be determined by the faculty member. For learning team presentations, each member of the team will participate. The team will always ask for questions when the full presentation is complete and allow additional time for questions. One mark of a good presentation is that it adheres to the allocated time.
- Individual portions of the learning team presentations will vary in length. Each member should complete his/her individual part of the presentation within the allotted time.
- Presentations should not be read to the audience. Students should use key words as an outline of the subject and then present key words on transparencies, the class chalkboard, flip charts, or PowerPoint.
- Charts, graphs, and drawings get attention and are usually better understood than text or text-style printed material.
- In this course (and all others), oral presentations are used to sell the audience on the report.
- The following is a list of factors that are important when making a presentation.
 1. Quality of presentation
 - a. Eye contact
 - b. Expression
 - c. Use of notes
 - d. Proper diction
 - e. Clear and audible speech
 2. Quality of argument
 - a. Validity of the arguments
 - b. Evidence of research/knowledge
 - c. Forcefulness
 3. Appearance
 4. Enthusiasm

TEXTBOOKS

Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Winters, L. & Herman, J. (2011). *The turnaround toolkit: Managing rapid sustainable school improvement*. Thousand Oaks, CA: Corwin Press.

TECHNOLOGY REQUIREMENT

In EDAS 5343, the following technology is integrated into the instruction to demonstrate to candidates how the technology can be incorporated into the curriculum: Promethean/Smart Boards, PowerPoint, the Internet, audio CD, video DVD, VHS clips, and on-line information exchange. Candidates are in turn encouraged to use available technology in their presentations.

EDAS 5343 – SESSION ONE

Objectives	Assignments/Assessments																
<p>Essential Question</p> <p>Why is evaluation for institutional effectiveness necessary in the school setting?</p> <p>Objectives</p> <p>Candidates will be able to</p> <ul style="list-style-type: none"> develop a new understanding of educational leadership that places a priority on evaluation of the effectiveness of instructional programs. analyze the scope of evaluation activities related to the role of the principal. understand how federal laws impact institutional effectiveness. 	<p><u>Prior to Session One, each candidate will</u></p> <ol style="list-style-type: none"> read Part I, Ch. 1-3, in <i>The TurnAround Toolkit</i> and Ch. 1 in <i>Results Now</i>. consider his/her school setting and develop a list of ten assessments for the school. Each candidate will write an Annotated Analysis of Needs Assessment detailing how the evaluation is conducted and how the information is used, specifically: whether the evaluation was summative or formative; whether the evaluators were internal or external; and how the evaluation could be strengthened. Each candidate should have a list of ten evaluations that are conducted at his/her school. This paper will be submitted during Session One. Each candidate will also discuss his/her findings in a group setting during class. Some areas to consider will be: <table style="margin-left: 40px;"> <tr> <td>Student Achievement</td><td>Parent Involvement</td></tr> <tr> <td>Principal</td><td>School Improvement Council</td></tr> <tr> <td>Teachers</td><td>Staff Members</td></tr> <tr> <td>School Report Card</td><td>Transportation System</td></tr> <tr> <td>School Facilities</td><td>School Safety</td></tr> <tr> <td>Communications</td><td>Budget</td></tr> <tr> <td>Public Relations</td><td>Communications</td></tr> <tr> <td>Technology</td><td>Professional Development</td></tr> </table> <p><u>During Session One, candidates will</u></p> <ol style="list-style-type: none"> after reading Ch. 1 of <i>Results Now</i>, get together in groups and list the obstacles that prevent schools and communities from seeing instruction and supervision as it really is. Groups will explain each item on the list. discuss the potential and the limitations of evaluation. They will identify some restrictions for evaluation that could be found at their individual schools and determine what causes these restrictions. in light of "No Child Left Behind" and academic standards, tell how performance measurement or standards-based evaluation has influenced his/her school. He/she should also share how evaluation measures used at individual schools are useful. examine aspects of the "No Child Left Behind" mandate. prepare to turn in the Annotated Analysis of Needs Assessment during Session Two. 	Student Achievement	Parent Involvement	Principal	School Improvement Council	Teachers	Staff Members	School Report Card	Transportation System	School Facilities	School Safety	Communications	Budget	Public Relations	Communications	Technology	Professional Development
Student Achievement	Parent Involvement																
Principal	School Improvement Council																
Teachers	Staff Members																
School Report Card	Transportation System																
School Facilities	School Safety																
Communications	Budget																
Public Relations	Communications																
Technology	Professional Development																

EDAS 5343 – SESSION TWO

Objectives	Assignments/Assessments
<p>Essential Question</p> <p>What would be the most effective evaluation models for institutional effectiveness in your school setting?</p> <p>Objectives</p> <p>Candidates will be able to:</p> <ul style="list-style-type: none"> • develop a new understanding of educational leadership that places a priority on evaluation of the effectiveness of instructional programs. • analyze the scope of evaluation activities related to the role of the principal. 	<p><u>Prior to Session Two</u>, each candidate will</p> <ol style="list-style-type: none"> 1. read Part I, Ch. 4-6 in <i>The TurnAround Toolkit</i> and Ch. 2 in <i>Results Now</i>. 2. locate the School Report Card for his/her school and write a School Report Card Analysis. This paper will be turned in during Session Two. The candidate will also discuss his/her findings in a group setting with the learning team before class and with other groups during class. 3. describe how decisions about programs are typically made in his/her school. What evaluation might work in the school? Each candidate will be prepared to explain his/her reasoning. What other approached might be useful? 4. read the Session Two case study in Appendix K and prepare to discuss the study in class. 5. read the article "Driven Dumb by Data?" by Marge Scherer in <i>Educational Leadership</i>, 66/4, p. 5. Each candidate should prepare to discuss the implications of the article, using this link: http://www.ascd.org/publications/educational_leadership/dec08/vol66/num04/toc.aspx .

EDAS 5343 – SESSION THREE

Objectives	Assignments/Assessments
<p>Essential Question</p> <p>What components would provide the most effective steps for institutional effectiveness in the school setting?</p> <p>Objectives</p> <p>Candidates will be able to:</p> <ul style="list-style-type: none"> • develop a new understanding of educational leadership that places a priority on evaluation of the effectiveness of instructional programs. • recognize the variety of sources of information and evaluation models that can be used to enhance student, teacher and school performance. • develop a view of the school as part of the total educational system. • understand how to facilitate the decision making process through evaluation of data. • understand how state laws impact institutional effectiveness. 	<p><u>Prior</u> to Session Three, each candidate will</p> <ol style="list-style-type: none"> 1. read Part I, Ch. 7-9 in <i>The TurnAround Toolkit</i> and Ch. 3 in <i>Results Now</i>. 2. consider his/her school setting and how it relates to the vision statement. Each candidate should write a Vision and Evaluation Alignment for his/her school. This paper will be turned in during Session Three. Candidates will discuss their findings in learning teams before class and with other groups during class. 3. read the Session Three case studies in Appendix K and prepare to discuss them in class. 4. read the article "Answering the Questions That Count" by David Ronka, Mary Ann Lachat, Rachel Slaughter, and Julie Melt in <i>Educational Leadership</i> 64/4, pp. 18-24. Candidates will prepare to discuss the implications of the article, using the following link: http://www.ascd.org/publications/educational_leadership/de_c08/vol66/num04/toc.aspx . 5. examine the South Carolina Education Accountability Act, found at http://www.scstatehouse.gov/CODE/t59c018.htm.

EDAS 5343 – SESSION FOUR

Objectives	Assignments/Assessments
<p>Essential Question</p> <p>What issues could affect the selection of an effective evaluation model for institutional effectiveness in your school setting?</p> <p>Objectives</p> <p>Candidates will be able to</p> <ul style="list-style-type: none"> • develop a new understanding of educational leadership that places a priority on evaluation of the effectiveness of instructional programs. • recognize the variety of sources of information and evaluation models that can be used to enhance student, teacher and school performance. • develop a view of the school as part of the total educational system. • understand how to facilitate the decision-making process through evaluation of data. 	<p><u>Prior to Session Four, each candidate will</u></p> <ol style="list-style-type: none"> 1. read Part II, Ch. 1-2, in <i>The TurnAround Toolkit</i> and Ch. 4 in <i>Results Now</i>. 2. examine his/her school setting and design a graphic organizer detailing the evaluation process. This paper will be turned in during Session Four. Candidates will also discuss findings with their learning team before class and with other groups during class. The process should include Vision, Evaluation Objective, Information Sources and Collection, Information Collected, Information Analysis and Interpretation, Reporting of Information, Modification. Specifics for the process should be included. 3. read the article "Student-Driven Research" by Makeba Jones and Susan Yonezawa in <i>Educational Leadership</i>, 66/4, pp. 65-69. Candidates will prepare to discuss the implications of the article, using the following link: http://www.ascd.org/publications/educational_leadership/dec08/vol66/num04/toc.aspx. 4. prepare a list of 10 programs in your school that will be evaluated. Which programs should have an outside evaluator? Why? Which programs should have an internal evaluator? Why? 5. prepare a group of stakeholders in his/her school for an interview with the SACS team. Determine a list of questions that they might be asked. What are the steps that you would take to prepare the stakeholders for the visit?

EDAS 5343 – SESSION FIVE

Objectives	Assignments/Assessments
<p>Essential Question</p> <p>What issues could affect the use of the data for institutional effectiveness in your school setting?</p> <p>Objectives</p> <p>Candidates will be able to</p> <ul style="list-style-type: none"> • develop a new understanding of educational leadership that places a priority on evaluation of the effectiveness of instructional programs. • recognize the variety of sources of information and evaluation models that can be used to enhance student, teacher and school performance. • develop a view of the school as part of the total educational system. • understand how to facilitate the decision-making process through evaluation of data. • conceptualize an appropriate code of ethics with regard to data and evaluation that reflects a Christian ethic of care. 	<p><u>Prior to Session Five, each candidate will</u></p> <ol style="list-style-type: none"> 1. read Part II, Ch. 3-4 in <i>The TurnAround Toolkit</i> and Ch. 8 in <i>Results Now</i>. 2. complete the graphic organizer detailing the steps for the School Improvement Project. Each candidate should have at least five objectives to assess. He/she will now determine the best evaluation method to use based on the methods studied. Obviously, candidates will not be able to complete the assessment within the time allowed for this course. However, this structure will give a working outline for an assessment plan within in the local school setting. Candidates should note whether the evaluation is summative or formative; whether the evaluator(s) are internal or external; and how the evaluation could be strengthened. Candidates will also write a two-page rationale supporting their decisions on the assessments for the objectives. Each candidate should have completed the assessment objectives by Session Five. Each candidate will also discuss his/her findings in a group setting with the learning team before class and with others in class. The framework example can be found in Appendix J. <p><u>During Session Five, candidates will</u></p> <ol style="list-style-type: none"> 1. read and discuss the following: <ol style="list-style-type: none"> a. A SACS team will visit your school in one year. You are the leader of the school SACS team. What school evaluation plan would you use for the SACS visit? Why? b. Consider a program at your school that is controversial. Which design or mix of designs would be most appropriate to use to assess this issue? Determine the evaluation question(s) your design would answer. c. Consider the problem of teacher turnover in your school. Develop a design model to study this problem. Determine a casual, intervention, and action hypothesis. What are some other steps would you take in your model? 2. read the following article and prepare to discuss its implications: "Raising the Bar at Furness High" by Robert E. Slavin, Gwen Carol Holmes, and Cecelia Daniels in <i>Educational Leadership</i>, 66/4. http://www.ascd.org/publications/educational_leadership/dec08/vol66/num04/toc.aspx

EDAS 5343 – SESSION SIX

Objectives	Assignments/Assessments
<p>Essential Question</p> <p>How would you plan an effective evaluation model for institutional effectiveness in your school setting?</p> <p>Objective</p> <p>The candidate will be able to</p> <ul style="list-style-type: none"> • develop a new understanding of educational leadership that places a priority on evaluation of the effectiveness of instructional programs. • recognize the variety of sources of information and evaluation models that can be used to enhance student, teacher and school performance. • develop a view of the school as part of the total educational system. • understand how to facilitate the decision-making process through evaluation of data. • develop an appropriate code of ethics with regard to data and evaluation that reflects a Christian ethic of care. • develop proficiency in data analysis. 	<p><u>Prior to Session Six, each candidate will</u></p> <ol style="list-style-type: none"> 1. read Part II, Ch. 5-7 in <i>The TurnAround Toolkit</i> and Ch. 9 of <i>Results Now</i>. 2. have completed the graphic organizer detailing the steps for the School Improvement Project. Each candidate should have at least five objectives to assess and will now determine the best evaluation method to use, based on the methods the class has studied. Obviously, candidates will not be able to complete the assessment within the time allowed for this course. However, this structure will give a working outline for an assessment plan within his/her school setting. Candidates should note whether the evaluation is summative or formative; whether the evaluator(s) are internal or external; and how the evaluation could be strengthened. Candidates will also write a two-page rationale supporting their decisions on the assessments for the objectives. Each candidate should have completed the assessment objectives by Session Five and will also discuss his/her findings in the learning team before class and with others during class. The framework example can be found in Appendix J. <p><u>During Session Five, candidates will</u></p> <ol style="list-style-type: none"> 3. read and discuss the following: <ol style="list-style-type: none"> a. Consider your school and the record keeping. What records or documents would be helpful to use in your evaluation project? What records or documents would you like the school to start keeping for documentation and assessment? b. Plan a survey to measure the attitude of the students at your school towards the clubs and extra-curricular activities. First, develop what questions the survey should answer. Second, determine the appropriate item types to answer each of the questions. c. Your school is debating what type of scheduling to use: block, seven-period day, mini-block, alternating block, etc. What method of data collection would you use to determine which type of schedule to adopt? Which stakeholders would you involve in the study? What data should you collect? 4. read "Learning to Love Assessment" by Carol Ann Tomlinson in <i>Educational Leadership</i>. Candidates should prepare to discuss the implications of the article, using the following link: http://www.ascd.org/publications/educational_leadership/dec08/vol66/num04/toc.aspx

EDAS 5343 – SESSION SEVEN

Objectives	Assignments/Assessments
<p>Essential Question</p> <p>Why is a repertoire of effective evaluation models for institutional effectiveness in your school setting a necessity?</p> <p>Objectives</p> <p>Candidates will be able to</p> <ul style="list-style-type: none"> • develop a new understanding of educational leadership that places a priority on evaluation of the effectiveness of instructional programs. • recognize the variety of sources of information and evaluation models that can be used to enhance student, teacher and school performance. • develop a view of the school as part of the total educational system. • understand how to facilitate the decision-making process through evaluation of data. • develop an appropriate code of ethics with regard to data and evaluation that reflects a Christian ethic of care. 	<p><u>Prior</u> to Session Seven, each candidate will</p> <ol style="list-style-type: none"> 1. read Part II, Chapter 8 in <i>The TurnAround Toolkit</i> and Chapter 10 in <i>Results Now</i>. 2. complete, upload, and submit the School Improvement Project in Chalk and Wire. 3. prepare a short (5-7 minute) synopsis of his/her School Improvement Project to present to the class, articulating progress in terms of having a defensible evaluation project, progress in assuming leadership roles that call for decision making, and evaluation based on the data. Upload your Evaluation Project and submit to Chalk and Wire. 4. prepare to evaluate the course and the instructor based on: expectations for the course, relevance to future goals, clarity of presentation, and the knowledge and understanding exhibited by the instructor. <p>During Session Seven, each candidate will</p> <ol style="list-style-type: none"> 1. discuss the relationship between caring and fairness, understanding that tension can exist between the two. 2. present a short (5-7 minute) synopsis of his/her School Evaluation Project to the class, articulating progress toward having a defensible evaluation project, preparations to assume leadership roles that call for decision making, and evaluations based on the data. 3. complete an end-of-course evaluation.

Course Policies and Miscellaneous Information

Attendance Policy

Face to face sessions are held once a week for four hours, and attendance is mandatory. At these sessions, the entire class meets with the facilitator who maintains attendance records and submits the records to the AGS office.

Attendance in distance learning courses is based on the completion of at least one designated assignment by the due date/time posted within the course site for each session. Distance learning activities may include lecture, assignments, readings, forums, and assessments (e.g. quizzes, tests).

Hybrid courses are a combination of online and classroom activities. Students are expected to attend all campus class meetings as well as to adhere to posted online deadlines for assignments. Classroom attendance will be taken in class by the instructor. Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each session. Online activities may include lecture, assignments, readings, forums, and assessments (e.g. quizzes, tests).

A pattern of absences is unacceptable and will be dealt with in the manner stated below. By agreement with the facilitator, one session during an individual course may be missed if work is made up. The absence must be reflected in the class participation portion of the student's final grade. There is no provision for a student to miss more than **25%** of the sessions in any one course. In most cases, missing more than one session exceeds the 25% limit. Any student who misses more than 25% of the sessions for any course shall receive a grade of F or No Credit for that course and shall be required to repeat the course at their expense.

Academic Integrity

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. Members of this community of learners (students, faculty, staff, and administrators) are expected to treat each other as honorable until this trust is betrayed. Any form of academic dishonesty (including cheating, plagiarism, and falsification of documents) constitutes a serious breach of trust. No form of academic dishonesty will be tolerated.

If a student has cheated, that student should voluntarily come forward and confess. If the student does so, the penalty is a failing grade of F on the work involved. If the student admits guilt only after being confronted, the penalty is both a grade of F on the work involved and a 10% grade reduction in the course. If a faculty member is convinced that a student has cheated and the student does not admit the offense, the faculty member may assess a grade of NC or F for the course. (See Grade Appeal Procedure of the AGS Handbook for additional information.) Plagiarism (the use of another's material, methods, or ideas without giving the originator proper credit) and fabrication (forging or inventing information) are special forms of cheating. It is the responsibility of each student and faculty member to properly follow the Modern Language Association (MLA) or the American Psychological Association (APA) style of documentation to avoid plagiarism. Any student found guilty of plagiarism or fabrication will receive a grade of F as outlined in the paragraph above. Academic dishonesty outside the context of a course will be dealt with in a manner appropriate to the situation. The penalty may include expulsion from the university, and, in cases of fraud, appropriate legal action. Appeals in these cases will be heard by the provost with final appeal to the Academic Council.

Accommodations for Students with Disabilities

Accommodations can be made for students with disabilities, as outlined in "Services for Students with Disabilities," at <http://mycampus.swu.edu> . Any student desiring accommodations must send the request and all documentation to the Student Services Coordinator at the learning center where he/she attends classes. The Student Services Coordinator will forward the materials to Martha Mishoe (mmishoe@swu.edu), Coordinator of Student Learning Services for Southern Wesleyan University.

Appendix A

Needs Assessment Template

SCHOOL OF EDUCATION



School:	District:
Address:	Phone:

School Year				
Principal				

School Need				
Observations/ Comments				
Possible Action(s) for Improvement				
School Need				
Observations/ Comments				
Possible Action(s) for Improvement				
School Need				
Observations/ Comments				
Possible Action(s) for Improvement				

School Need				
Observations/ Comments				
Possible Action(s) for Improvement				
School Need				
Observations/ Comments				
Possible Action(s) for Improvement				
Strengths on Which to Build				
Areas of Concern (other than AYP indicators missed)				

Appendix B

Needs Assessment Rubric

Competency	Advanced 4 Points	Proficient 3 Points	Basic 2 Points	Unsatisfactory 1 Point	Score
Competency 1 ELCC 1.1. The needs are based on data collected from a variety of sources (administrators, teachers, students, parents).	All the listed sources are included in identifying the need, and data are present.	Most of the listed sources are included in identifying the need, and data are present.	Two of the listed sources are included in identifying the need, and data are present.	None of the listed sources are included in identifying the need, and data are present.	
Competency 2 ELCC 1.3. The perceptual observational needs assessment data are used based on an adequate sample of groups.	All of the sample sizes are superior.	Most of the sample sizes are adequate with no unacceptable sample sizes.	Most of the sample sizes are adequate with only one unacceptable sample size.	No information is provided about the sample size. No samples were taken, or two or more of the sample sizes are unacceptable.	
Competency 3 ELCC 1.4. The needs assessment incorporates student performance, attitudinal behaviors, and longitudinal information.	Student and school level data are provided from all four listed types of data.	Student and school level data are provided from all three listed types of data.	Student and school level data are provided from two listed. Several of the contributing factors related to strengths and weaknesses are presented in the analysis which is based on an accurate interpretation of the data.	Student and school level data are provided from just one listed type of data.	
Competency 4 ELCC 1.5. The needs assessment data are accurately interpreted to identify strengths and weaknesses.	All of the strengths and weaknesses are based on an accurate interpretation of the data.	The majority of the strengths and weaknesses are based on an accurate interpretation of the data.	Several of the strengths and weaknesses are not based on an accurate interpretation of the data.	No strengths or weaknesses are based on an accurate interpretation of the data.	

Competency 5 The analysis related to strengths and weaknesses is presented and based on an accurate interpretation of the data.	All contributing factors related to strengths and weaknesses are presented in the analysis, which is based on an accurate interpretation of the data.	The majority of the contributing factors related to strengths and weaknesses are presented in the analysis, which is based on an accurate interpretation of the data.	Several of the contributing factors related to strengths and weaknesses are presented in the analysis, which is based on an accurate interpretation of the data.	No contributing factors related to strengths and weaknesses are presented in the analysis, which is based on an accurate interpretation of the data.	
Written Presentation	Well written in a very organized fashion. It contains correct grammar, punctuation, and spelling and has a quality professional appearance.	Written in an organized fashion. It contains correct grammar, punctuation, and spelling and has a professional appearance.	Written in an unorganized fashion. It contains correct grammar, punctuation, and spelling.	Written in an unorganized fashion. It contains incorrect grammar, punctuation, and spelling.	

Appendix C

Vision and Evaluation Alignment Paper

ELCC STANDARD 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

ELCC 1.1 Develop a vision PADEPP 1 Vision	Advanced	Proficient	Basic	Below Basic
	There is excellent evidence through the vision alignment that the candidate understands: <u>♦ design and support a collaborative process for developing and implementing a school vision;</u> <u>♦ articulate a school vision of learning characterized by a respect for students and their families and community partnerships;</u> <u>♦ develop a comprehensive plan for communicating the school vision to appropriate school constituencies;</u> <u>♦ formulate plans to steward school vision statements; the nature of collaborative school visioning and the impact of vision and mission on student achievement and various methods for involving stakeholders in the visioning process and consensus-building;</u> <u>ii. theories and relevant knowledge of vision and mission</u> <u>including</u>	There is good evidence through the vision alignment that the candidate understands: <u>♦ design and support a collaborative process for developing and implementing a school vision;</u> <u>♦ articulate a school vision of learning characterized by a respect for students and their families and community partnerships;</u> <u>♦ develop a comprehensive plan for communicating the school vision to appropriate school constituencies;</u> <u>♦ formulate plans to steward school vision statements; the nature of collaborative school visioning and the impact of vision and mission on student achievement and various methods for involving stakeholders in the visioning process and consensus-building;</u> <u>ii. theories and relevant knowledge of vision and mission</u> <u>including</u>	There is adequate evidence through the vision alignment that the candidate understands: <u>♦ design and support a collaborative process for developing and implementing a school vision;</u> <u>♦ articulate a school vision of learning characterized by a respect for students and their families and community partnerships;</u> <u>♦ develop a comprehensive plan for communicating the school vision to appropriate school constituencies;</u> <u>♦ formulate plans to steward school vision statements; the nature of collaborative school visioning and the impact of vision and mission on student achievement and various methods for involving stakeholders in the visioning process and consensus-building;</u> <u>ii. theories and relevant knowledge of vision and mission</u> <u>including</u>	There is little evidence through the vision alignment that the candidate understands: <u>♦ design and support a collaborative process for developing and implementing a school vision;</u> <u>♦ articulate a school vision of learning characterized by a respect for students and their families and community partnerships;</u> <u>♦ develop a comprehensive plan for communicating the school vision to appropriate school constituencies;</u> <u>♦ formulate plans to steward school vision statements; the nature of collaborative school visioning and the impact of vision and mission on student achievement and various methods for involving stakeholders in the visioning process and consensus-building;</u> <u>ii. theories and relevant knowledge of vision and mission</u> <u>including</u>

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	understanding of learning in a pluralistic society; the diversity of learners and learners' needs; schools as interactive social and cultural systems; and social and organizational change.	understanding of learning in a pluralistic society; the diversity of learners and learners' needs; schools as interactive social and cultural systems; and social and organizational change.	including understanding of learning in a pluralistic society; the diversity of learners and learners' needs; schools as interactive social and cultural systems; and social and organizational change. ♦ design and support a collaborative process for developing and implementing a school vision; ♦ articulate a school vision of learning characterized by a respect for students and their families and community partnerships; ♦ develop a comprehensive plan for communicating the school vision to appropriate school constituencies; ♦ formulate plans to steward school vision statements	understanding of learning in a pluralistic society; the diversity of learners and learners' needs; schools as interactive social and cultural systems; and social and organizational change.
ELCC 1.4-3 Continuous Improvement PADEPP 1 Vision	<div>Advanced</div> <p>There is excellent evidence through the vision alignment that the candidate is able to:</p> <p>♦ identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement;</p> <p>♦ design a transformational change plan at the school-building-level;</p>	<div>Proficient</div> <p>There is good evidence through the vision alignment that the candidate is able to:</p> <p>♦ identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement;</p> <p>♦ design a transformational change plan at the school-building-level;</p>	<div>Basic</div> <p>There is adequate evidence through the vision alignment that the candidate is able to:</p> <p>♦ identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement;</p> <p>♦ design a transformational change plan at the school-building-level;</p>	<div>Below Basic</div> <p>There is little evidence through the vision alignment that the candidate is able to:</p> <p>♦ identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement;</p> <p>♦ design a transformational change plan at the school-building-level;</p>

	<p>♦ design a comprehensive, building-level professional development program.i- identify strategies and practices to build organizational capacity to support continuous and sustainable school improvement;</p> <p>ii. identify capacity-building strategies for developing school leadership capacity;</p> <p>iii. create a plan to implement change processes to support continuous and sustainable improvement and ensure transformational change at the building-level;</p> <p>iv. design a comprehensive building-level professional development program.</p>	<p>♦ design a comprehensive, building-level professional development program.i- identify strategies and practices to build organizational capacity to support continuous and sustainable school improvement;</p> <p>ii. identify capacity-building strategies for developing school leadership capacity;</p> <p>iii. create a plan to implement change processes to support continuous and sustainable improvement and ensure transformational change at the building-level;</p> <p>iv. design a comprehensive building-level professional development program.</p>	<p>♦ design a comprehensive, building-level professional development program.i- identify strategies and practices to build organizational capacity to support continuous and sustainable school improvement;</p> <p>ii. identify capacity-building strategies for developing school leadership capacity;</p> <p>iii. create a plan to implement change processes to support continuous and sustainable improvement and ensure transformational change at the building-level;</p> <p>iv. design a comprehensive building-level professional development program.</p>	<p>♦ design a comprehensive, building-level professional development program.i- identify strategies and practices to build organizational capacity to support continuous and sustainable school improvement;</p> <p>ii. identify capacity-building strategies for developing school leadership capacity;</p> <p>iii. create a plan to implement change processes to support continuous and sustainable improvement and ensure transformational change at the building-level;</p> <p>iv. design a comprehensive building-level professional development program.</p>
<p>ELCC 1.5 Monitor, Evaluate, and Revise PADEPP 1 Vision</p>	<p>Advanced</p> <p>There is excellent evidence through the vision alignment that the candidate understands:</p> <p>♦ develop a school plan to monitor program development and implementation of school goals;</p> <p>♦ construct an evaluation process to assess the effectiveness of school plans and programs;</p> <p>♦ interpret information and communicate progress toward</p>	<p>Proficient</p> <p>There is good evidence through the vision alignment that the candidate understands:</p> <p>♦ develop a school plan to monitor program development and implementation of school goals;</p> <p>♦ construct an evaluation process to assess the effectiveness of school plans and programs;</p> <p>♦ interpret information and communicate progress toward achievement of</p>	<p>Basic</p> <p>There is adequate evidence through the vision alignment that the candidate understands:</p> <p>♦ develop a school plan to monitor program development and implementation of school goals;</p> <p>♦ construct an evaluation process to assess the effectiveness of school plans and programs;</p> <p>♦ interpret information and communicate progress toward achievement of</p>	<p>Below Basic</p> <p>There is little evidence through the vision alignment that the candidate understands:</p> <p>♦ develop a school plan to monitor program development and implementation of school goals;</p> <p>♦ construct an evaluation process to assess the effectiveness of school plans and programs;</p> <p>♦ interpret information and communicate progress toward achievement of</p>

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	achievement of school vision and goals for educators in the community and other stakeholders.i- effective strategies for monitoring the implementation and revision of plans to achieve school improvement goals. ii- program evaluation models.	school vision and goals for educators in the community and other stakeholders.i- effective strategies for monitoring the implementation and revision of plans to achieve school improvement goals. ii- program evaluation models.	school vision and goals for educators in the community and other stakeholders.i- effective strategies for monitoring the implementation and revision of plans to achieve school improvement goals. ii- program evaluation models.	school vision and goals for educators in the community and other stakeholders.i- effective strategies for monitoring the implementation and revision of plans to achieve school improvement goals. ii- program evaluation models.
Well written	Advanced well written in a very organized fashion; contains correct grammar, punctuation, and spelling; has a quality professional appearance	Proficient written in an organized fashion; contains correct grammar, punctuation, and spelling; has a professional appearance	Basic written in an unorganized fashion; contains correct grammar, punctuation, and spelling.	Below Basic written in an unorganized fashion; contains incorrect grammar, punctuation, and spelling.

Appendix D

School Report Card Analysis Rubric

	Level 4 Advanced	Level 3 Proficient	Level 2 Basic	Level 1 Below Basic
INTRODUCTION	<ul style="list-style-type: none"> very clearly highlights main points to follow (without providing details) contains all main points of School Report Card 	<ul style="list-style-type: none"> very clearly highlights most of the main points to follow (without providing details) contains most of the main points of School Report Card 	<ul style="list-style-type: none"> some overview of main points presented touches on the main points of the School Report Card 	<ul style="list-style-type: none"> main points to follow not clearly presented choppy flow does not touch on main points of the School Report Card
CONTENT Fact Base	<ul style="list-style-type: none"> facts are of sufficient number to provide highly effective support facts are consistently detailed/precise and very relevant excellent variety of resources used and highly effective blending of sources within paragraphs and essay 	<ul style="list-style-type: none"> facts provide substantial support facts are detailed/ precise and relevant good variety of resources used and good blending of sources within essay 	<ul style="list-style-type: none"> facts provide some support lacking details and examples to support arguments some variety of sources used but more blending of sources needed 	<ul style="list-style-type: none"> very few facts provided more specific details and examples needed to support opinions vague limited variety of sources used and very poor blending of sources
CONTENT Depth/Analysis	<ul style="list-style-type: none"> facts are consistently linked to thesis with highly effective explanations contains examples of critical thinking complex understanding of topic demonstrated 	<ul style="list-style-type: none"> facts are generally linked to thesis with effective explanations solid understanding of topic demonstrated additional analysis in places would strengthen arguments 	<ul style="list-style-type: none"> connections between ideas and facts not always made more analysis/explanation needed facts may appear to be 'listed' 	<ul style="list-style-type: none"> connections between ideas and facts not made depth to argument lacking; more explanation of facts needed
STYLE Spelling & Grammar Organization & Flow	<ul style="list-style-type: none"> correct spelling and grammar used effectively almost all of the time complex sentence structure and sophisticated vocabulary used consistently highly effective topic and concluding sentences (consistent, clear links to thesis) and paragraph structure very well organized and smooth transition from one idea to the next 	<ul style="list-style-type: none"> spelling and grammar used with considerable accuracy and effectiveness attempts shown at using complex sentence structure and sophisticated vocabulary strong topic and concluding sentences and paragraph structure well organized and good flow from one idea to the next 	<ul style="list-style-type: none"> spelling and grammar require moderate editing topic and concluding sentences included but need to be more directly linked to thesis paragraph structure poor in places choppy in places 	<ul style="list-style-type: none"> spelling and grammar require considerable editing some topic and concluding sentences appear to be missing paragraph structure unclear choppy in places much more consideration of organization required
CONCLUSION Restatement of Thesis Style & Format	<ul style="list-style-type: none"> very nicely restates thesis clear summary of main points presented (with no new data added) thoughtful expansive application offered smooth flow of summary points 	<ul style="list-style-type: none"> nicely restates thesis clear summary of main points presented (with no new data added) expansive application offered fairly smooth flow of summary points 	<ul style="list-style-type: none"> thesis restated but somewhat unclear/poorly worded summary of main points unclear or incomplete expansive application weak choppy flow between summary points 	<ul style="list-style-type: none"> thesis not restated summary of arguments not provided elements of concluding paragraph missing
DOCUMENTATION	<ul style="list-style-type: none"> demonstrates great attention to detail of proper footnotes/endnotes demonstrates great attention to format of bibliography 	<ul style="list-style-type: none"> demonstrates good attention to detail of proper footnotes/endnotes demonstrates good attention to format of bibliography 	<ul style="list-style-type: none"> demonstrates some attention to detail of proper footnotes/endnotes demonstrates some attention to format of bibliography 	<ul style="list-style-type: none"> demonstrates limited attention to detail of proper footnotes/endnotes demonstrates limited attention to format of bibliography

APPENDIX E

GRAPHIC ORGANIZER AND FLOWCHART RUBRIC				
Criteria	4 Advanced	3 Proficient	2 Below Basic	1 Basic
Organization	extremely well organized; order and structure of information is compelling; flows smoothly	organized structure allows reader to move through content without confusion; flows smoothly	somewhat organized structure allows reader to move through some of the content without confusion; flow is sometimes interrupted	poorly organized; a clear sense of direction is not evident; flow is frequently interrupted
Content	thorough and insightful understanding of school evaluation	complete understanding of school evaluation	shows some understanding of school evaluation	shows incomplete understanding of school evaluation
Creativity	enthusiastically uses materials and ideas for improvement	uses materials and ideas for improvement	shows some use of materials for improvement	shows minimal effort for school improvement
Ideas	insightful and well considered ideas making multiple connections	ideas are considered; more than one thoughtful connection is made	ideas are somewhat on topic; makes some connections	ideas are unclear; few connections

Appendix F

Presentation Rubric				
Candidate Name _____				
CATEGORY	Proficient (4)	Advanced (3)	Basic (2)	Below Basic (1)
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles, cannot be understood or mispronounces more than one word.
Posture and Eye Contact	Stands up straight; looks relaxed and confident; establishes eye contact with everyone in the room during the presentation.	Stands up straight; establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Listens to Other Presentations	Listens intently; does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.

Candidate _____ Final _____

Assessor's Signature _____ Date _____

Appendix G

Case Study

Assessment Rubric



Instructions: The following assessment items are based on the ELCC Standards. Your assistance is being requested to provide evidence that the respective candidate is meeting each of these propositions at this stage in their educational experience. Please indicate the candidate's rating in relation to each of the principles using the scale below.

Criterion	Below Basic (1)	Basic (2)	Proficient (3)	Advanced (4)	Score
Identification of the Main Issue/Problem	Identifies and understands evaluation issues that form the basis of the case but only on a superficial basis.	Identifies and understands some of the evaluation issues that are presented in the case.	Identifies and understands most of the main evaluation issues presented in the case.	Identifies and understands all evaluation issues that form the case and can discuss them in depth.	
Analysis of the Issues	Incomplete analysis of the evaluation issues presented in the case.	Superficial analysis of some the evaluation issues presented in the case.	Thorough analysis of most of the the evaluation issues in the case	Insightful, thoughtful and thorough analysis of all the the evaluation issues presented in the case.	
Comments on Effective Solutions /Strategies	There is little or no action suggested for the main character(s) or inappropriate solution to all the issues presented in the case.	Superficial and /or inappropriate solutions to some of the the evaluation issues in the case.	Appropriate, well-thought-out comments about solutions, or proposals for solutions to most of the the evaluation issues in the case.	Well documented, reasoned and philosophically appropriate comments on solutions, or proposals for solutions, to all the evaluation issues presented in the case.	
Links to Course Readings and Additional Research	Incomplete research and linkage to the readings and class discussions.	Limited research and documented links to the readings or class discussions.	Good research and documented links to the readings for the course or class discussions.	Excellent research into the issues with clearly documented links to the readings, class discussion and outside reading.	
				Final (Sum/4)	

Candidate _____

Assessor's Signature _____ Date _____

Appendix H

Participation Rubric

	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)
Degree to which student integrates course readings into classroom participation	often cites from readings; uses readings to support points; always articulates "fit" of readings with topic at hand	occasionally cites from readings; sometimes uses readings to support points; often articulates "fit" of readings with topic at hand	rarely able to cite from readings; rarely uses readings to support points; occasionally articulates "fit" of readings with topic at hand	unable to cite from readings; cannot use readings to support points; cannot articulate "fit" of readings with topic at hand
Interaction/participation in classroom discussions	always a willing participant, responds frequently to questions; routinely volunteers point of view	often a willing participant, responds occasionally to questions; occasionally volunteers point of view	occasionally a willing participant, able to respond to direct questions; rarely volunteers point of view	never a willing participant, never able to respond to questions; never volunteers point of view
Interaction/participation in classroom learning activities	always a willing participant; acts appropriately during all role plays, etc.; responds frequently to questions; routinely volunteers point of view	often a willing participant; acts appropriately during role plays, etc.; responds occasionally to questions; occasionally volunteers point of view	a willing participant, but occasionally acts inappropriately during role plays, etc.; able to respond to direct questions; but rarely volunteers point of view	never a willing participant, often acts inappropriately during role plays, etc.; never able to respond to direct questions; never volunteers point of view
Demonstration of professional attitude and demeanor	always demonstrates commitment through thorough preparation; always arrives on time; often solicits instructor's perspective outside class	rarely unprepared; rarely arrives late; occasionally solicits instructor's perspective outside class	sometimes unprepared; occasionally arrives late; rarely solicits instructor's perspective outside class	rarely prepared; often arrives late; never solicits instructor's perspective outside class

Appendix I Rubric for School Improvement Project

ELCC STANDARD 1: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

ELCC 1.1 Develop a vision	Advanced	Proficient	Basic	Below Basic
PADEPP 1 Vision	<p>There is excellent evidence with all more essential components through this project that the candidate understands</p> <ul style="list-style-type: none"> ♦ design and support a collaborative process for developing and implementing a school vision; ♦ articulate a school vision of learning characterized by a respect for students and their families and community partnerships; ♦ develop a comprehensive plan for communicating the school vision to appropriate school constituencies; ♦ formulate plans to steward school vision statements 	<p>There is good evidence with three essential components through this project that the candidate understands</p> <ul style="list-style-type: none"> ♦ design and support a collaborative process for developing and implementing a school vision; ♦ articulate a school vision of learning characterized by a respect for students and their families and community partnerships; ♦ develop a comprehensive plan for communicating the school vision to appropriate school constituencies; ♦ formulate plans to steward school vision statements 	<p>There is adequate evidence with two essential components through this project that the candidate understands</p> <ul style="list-style-type: none"> ♦ design and support a collaborative process for developing and implementing a school vision; ♦ articulate a school vision of learning characterized by a respect for students and their families and community partnerships; ♦ develop a comprehensive plan for communicating the school vision to appropriate school constituencies; ♦ formulate plans to steward school vision statements 	<p>There is little evidence through this project that the candidate understands</p> <ul style="list-style-type: none"> ♦ design and support a collaborative process for developing and implementing a school vision; ♦ articulate a school vision of learning characterized by a respect for students and their families and community partnerships; ♦ develop a comprehensive plan for communicating the school vision to appropriate school constituencies; ♦ formulate plans to steward school vision statements
ELCC 1.2 Collect and Use data	Advanced	Proficient	Basic	Below Basic
PADEPP 1 Vision	<p>The candidate demonstrated at a high level of proficiency the ability to</p> <ul style="list-style-type: none"> ♦ develop and use evidence-centered research strategies and strategic planning processes; ♦ create school-based strategic and tactical goals; ♦ collaboratively develop implementation plans to achieve those goals; ♦ develop a school improvement plan that aligns to district improvement plans. 	<p>The candidate demonstrated the explicit ability to</p> <ul style="list-style-type: none"> ♦ develop and use evidence-centered research strategies and strategic planning processes; ♦ create school-based strategic and tactical goals; ♦ collaboratively develop implementation plans to achieve those goals; ♦ develop a school improvement plan that aligns to district improvement plans 	<p>The candidate demonstrated basic ability to</p> <ul style="list-style-type: none"> ♦ develop and use evidence-centered research strategies and strategic planning processes; ♦ create school-based strategic and tactical goals; ♦ collaboratively develop implementation plans to achieve those goals; ♦ develop a school improvement plan that aligns to district improvement plans 	<p>The candidate failed to demonstrate the ability to</p> <ul style="list-style-type: none"> develop and use evidence-centered research strategies and strategic planning processes; ♦ create school-based strategic and tactical goals; ♦ collaboratively develop implementation plans to achieve those goals; ♦ develop a school improvement plan that aligns to district improvement plans
ELCC 1.3 Collect and Plan for	Advanced	Proficient	Basic	Below Basic
	The candidate	The candidate	The candidate	The candidate failed to

Improvement with data PADEPP 1 Vision SWU Leadership 1	demonstrated at a high level of proficiency the ability to ♦identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; ♦ design a transformational change plan at the school-building-level; ♦ design a comprehensive, building-level professional development program.	demonstrated the explicit ability to ♦identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; ♦ design a transformational change plan at the school-building-level; ♦ design a comprehensive, building-level professional development program	demonstrated basic ability to ♦identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; ♦ design a transformational change plan at the school-building-level; ♦ design a comprehensive, building-level professional development program	demonstrate the ability to ♦identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; ♦ design a transformational change plan at the school-building-level; ♦ design a comprehensive, building-level professional development program
ELCC 1.4 Monitor, Evaluate and Revise PADEPP 1 Vision SWU Leadership 1	Advanced The candidate demonstrated at a high level of proficiency the ability to use ♦ develop a school plan to monitor program development and implementation of school goals; ♦ construct an evaluation process to assess the effectiveness of school plans and programs; ♦ interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.	Proficient The candidate demonstrated an explicit the ability to use ♦ develop a school plan to monitor program development and implementation of school goals; ♦ construct an evaluation process to assess the effectiveness of school plans and programs; ♦ interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.	Basic The candidate demonstrated basic ability to use ♦ develop a school plan to monitor program development and implementation of school goals; ♦ construct an evaluation process to assess the effectiveness of school plans and programs; ♦ interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.	Below Basic The candidate failed to demonstrate ♦ develop a school plan to monitor program development and implementation of school goals; ♦ construct an evaluation process to assess the effectiveness of school plans and programs; ♦ interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.
Standard 2: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.				
Develop assessment and accountability systems to monitor student progress PADEPP 2 SWU Leadership 10	Advanced The candidate demonstrated at a high level of proficiency the ability to use multiple methods of evaluation, accountability systems, data collection, and analysis of data.	Proficient The candidate demonstrated the explicit ability to use multiple methods of evaluation, accountability systems, data collection, and analysis of data.	Basic The candidate demonstrated the basic ability to use multiple methods of evaluation, accountability systems, data collection, and analysis of data.	Below Basic The candidate failed to demonstrate the ability to use multiple methods of evaluation, accountability systems, data collection, and analysis of data.
ELCC 2.2 Maximize time spent on quality	Advanced The candidate demonstrated at a	Proficient The candidate demonstrated the	Basic The candidate demonstrated the	Below Basic The candidate failed to demonstrate the ability

Instruction PADEPP 2 SWU Leadership 3	<u>high level of proficiency the ability to use</u> ♦ collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; ♦ use evidence-centered research in making curricular and instructional decisions; ♦ interpret information and communicate progress toward achievement; ♦ design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.	<u>explicit ability to use</u> ♦ collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; ♦ use evidence-centered research in making curricular and instructional decisions; ♦ interpret information and communicate progress toward achievement; ♦ design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence	<u>basic ability to use</u> ♦ collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; ♦ use evidence-centered research in making curricular and instructional decisions; ♦ interpret information and communicate progress toward achievement; ♦ design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence	<u>to use</u> ♦ collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; ♦ use evidence-centered research in making curricular and instructional decisions; ♦ interpret information and communicate progress toward achievement; ♦ design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence								
ELCC 2.4 Promote the use of the most effective and appropriate technologies to support teaching and learning PADEPP 2 SWU Leadership 3	<table><tr><td><u>Advanced</u></td></tr><tr><td>The candidate demonstrated at a high level of proficiency the ability to use technologies for improved classroom instruction, student implement, and evaluate a coordinated, aligned, and articulated curriculum.</td></tr></table>	<u>Advanced</u>	The candidate demonstrated at a high level of proficiency the ability to use technologies for improved classroom instruction, student implement, and evaluate a coordinated, aligned, and articulated curriculum.	<table><tr><td><u>Proficient</u></td></tr><tr><td>The candidate demonstrated the explicit ability to use technologies for improved classroom instruction, student implement, and evaluate a coordinated, aligned, and articulated curriculum.</td></tr></table>	<u>Proficient</u>	The candidate demonstrated the explicit ability to use technologies for improved classroom instruction, student implement, and evaluate a coordinated, aligned, and articulated curriculum.	<table><tr><td><u>Basic</u></td></tr><tr><td>The candidate demonstrated the basic ability to use technologies for improved classroom instruction, student implement, and evaluate a coordinated, aligned, and articulated curriculum.</td></tr></table>	<u>Basic</u>	The candidate demonstrated the basic ability to use technologies for improved classroom instruction, student implement, and evaluate a coordinated, aligned, and articulated curriculum.	<table><tr><td><u>Below Basic</u></td></tr><tr><td>The candidate failed to demonstrate the ability to use technologies for improved classroom instruction, student implement, and evaluate a coordinated, aligned, and articulated curriculum, based on evidence.</td></tr></table>	<u>Below Basic</u>	The candidate failed to demonstrate the ability to use technologies for improved classroom instruction, student implement, and evaluate a coordinated, aligned, and articulated curriculum, based on evidence.
<u>Advanced</u>												
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<u>Proficient</u>												
The candidate demonstrated the explicit ability to use technologies for improved classroom instruction, student implement, and evaluate a coordinated, aligned, and articulated curriculum.												
<u>Basic</u>												
The candidate demonstrated the basic ability to use technologies for improved classroom instruction, student implement, and evaluate a coordinated, aligned, and articulated curriculum.												
<u>Below Basic</u>												
The candidate failed to demonstrate the ability to use technologies for improved classroom instruction, student implement, and evaluate a coordinated, aligned, and articulated curriculum, based on evidence.												
ELCC 2.3 Monitor and evaluate the impact of the instructional program PADEPP 2, 3 and 4	<table><tr><td><u>Advanced</u></td></tr><tr><td>The candidate demonstrated at a high level of proficiency the ability to use ♦ work collaboratively with school staff to improve teaching and learning; ♦ design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; ♦ design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.</td></tr></table>	<u>Advanced</u>	The candidate demonstrated at a high level of proficiency the ability to use ♦ work collaboratively with school staff to improve teaching and learning; ♦ design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; ♦ design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.	<table><tr><td><u>Proficient</u></td></tr><tr><td>The candidate demonstrated the explicit ability to use ♦ work collaboratively with school staff to improve teaching and learning; ♦ design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; ♦ design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.</td></tr></table>	<u>Proficient</u>	The candidate demonstrated the explicit ability to use ♦ work collaboratively with school staff to improve teaching and learning; ♦ design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; ♦ design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.	<table><tr><td><u>Basic</u></td></tr><tr><td>The candidate demonstrated the basic ability to use ♦ work collaboratively with school staff to improve teaching and learning; ♦ design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; ♦ design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.</td></tr></table>	<u>Basic</u>	The candidate demonstrated the basic ability to use ♦ work collaboratively with school staff to improve teaching and learning; ♦ design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; ♦ design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.	<table><tr><td><u>Below Basic</u></td></tr><tr><td>The candidate failed to demonstrate the ability to use ♦ work collaboratively with school staff to improve teaching and learning; ♦ design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; ♦ design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.</td></tr></table>	<u>Below Basic</u>	The candidate failed to demonstrate the ability to use ♦ work collaboratively with school staff to improve teaching and learning; ♦ design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; ♦ design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.
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The candidate failed to demonstrate the ability to use ♦ work collaboratively with school staff to improve teaching and learning; ♦ design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; ♦ design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.												
ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by												

ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.				
ELCC 3.2 Manage Resources PADEPP 3 SWU Leadership 5	Advanced The candidate demonstrated at a high level of proficiency the ability to use develop multi-year fiscal plans and annual budgets aligned to the school's priorities and goals and operational systems.	Proficient The candidate demonstrated the explicit ability to use develop multi-year fiscal plans and annual budgets aligned to the school's priorities and goals	Basic The candidate demonstrated the basic ability to use develop multi-year fiscal plans and annual budgets aligned to the school's priorities and goals	Below Basic The candidate failed to demonstrate the ability to use develop multi-year fiscal plans and annual budgets aligned to the school's priorities and goals
ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.				
4.1 Collect and analyze data and information pertinent to the educational environment PADEPP 5, 8 and 9 SWU Leadership 1	Advanced The candidate demonstrated at a high level of proficiency the ability to use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information.	Proficient The candidate demonstrated the explicit ability to use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information.	Basic The candidate demonstrated the basic ability to use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information.	Below Basic The candidate failed to demonstrate the ability to use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information.
4.2 Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources PADEPP 5, 8 and 9	Advanced The candidate demonstrated at a high level of proficiency the ability to demonstrate and identify and use diverse community resources to improve school programs.	Proficient The candidate demonstrated at an explicit level the ability to demonstrate, identify, and use diverse community resources to improve school programs.	Basic The candidate demonstrated at a basic level the ability to demonstrate, identify, and use diverse community resources to improve school programs.	Below Basic The candidate failed to demonstrate the ability to demonstrate, and utilize to demonstrate, identify, and use diverse community resources to improve school programs.
4.3 Positive Relationships PADEPP 5, 8 and 9 SWU Leadership 9	Advanced The candidate demonstrated at a high level of proficiency an understanding of how to conduct needs assessments of families and caregivers, involve families and caregivers in the decision-making processes at the school and communication with families and caregivers.	Proficient The candidate demonstrated an explicit understanding of how to conduct needs assessments of families and caregivers, involve families and caregivers in the decision-making processes at the school and communication with families and caregivers.	Basic The candidate demonstrated a basic understanding of how to conduct needs assessments of families and caregivers, involve families and caregivers in the decision-making processes at the school and communication with families and caregivers.	Below Basic The candidate failed to demonstrate an understanding of how to conduct needs assessments of families and caregivers, involve families and caregivers in the decision-making processes at the school and communication with families and caregivers.
ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing				

<u>emerging trends and initiatives in order to adapt school-based leadership strategies.</u>				
<u>ELCC 6.3 Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies</u>	<u>Advanced</u>	<u>Proficient</u>	<u>Basic</u>	<u>Below Basic</u>
<u>PADEPP 6</u>	The candidate demonstrated at a high level of proficiency the ability to anticipate future issues and trends that can affect schools and to incorporate contemporary and emerging leadership theories.	The candidate demonstrated the explicit ability to anticipate future issues and trends that can affect schools and to incorporate contemporary and emerging leadership theories.	The candidate demonstrated basic ability to anticipate future issues and trends that can affect schools and to incorporate contemporary and emerging leadership theories.	The candidate failed to demonstrate the ability to anticipate future issues and trends that can affect schools and to incorporate contemporary and emerging leadership theories.
<u>SWU Leadership 7</u>				

Appendix I Rubric for School Improvement Project

ELCC 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.

ELCC 1.1 Develop a vision	Advanced	Proficient	Basic	Below Basic
PADEPP 1-Vision	<p>There is excellent evidence with six or more essential components through this project that the candidate understands</p> <p>i. the nature of collaborative school visioning and the impact of vision and mission on student achievement and various methods for involving stakeholders in the visioning process and consensus building.</p> <p>ii. theories and relevant knowledge of vision and mission including understanding of learning in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change</p>	<p>There is good evidence with four-five essential components through this project that the candidate understands</p> <p>i. the nature of collaborative school visioning and the impact of vision and mission on student achievement and various methods for involving stakeholders in the visioning process and consensus building.</p> <p>ii. theories and relevant knowledge of vision and mission including understanding of learning in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change</p>	<p>There is adequate evidence with two-three essential components through this project that the candidate understands</p> <p>i. the nature of collaborative school visioning and the impact of vision and mission on student achievement and various methods for involving stakeholders in the visioning process and consensus building.</p> <p>ii. theories and relevant knowledge of vision and mission including understanding of learning in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change</p>	<p>There is little evidence through this project that the candidate understands</p> <p>i. the nature of collaborative school visioning and the impact of vision and mission on student achievement and various methods for involving stakeholders in the visioning process and consensus building.</p> <p>ii. theories and relevant knowledge of vision and mission including understanding of learning in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.</p>
ELCC 1.2 Collect and Use data	Advanced	Proficient	Basic	Below Basic
PADEPP 1-Vision	<p>The candidate demonstrated at a high level of proficiency the ability to</p> <p>i. develop and utilize data-based research strategies and strategic planning processes that inform the development and support of a vision and mission that promotes learning.</p> <p>ii. involve stakeholders in collecting and utilizing data to assess the effectiveness of the building and to generate building improvement targets that promote learning.</p> <p>iii. the design and utilization of assessment data for learning.</p>	<p>The candidate demonstrated the explicit ability to</p> <p>i. develop and utilize data-based research strategies and strategic planning processes that inform the development and support of a vision and mission that promotes learning.</p> <p>ii. involve stakeholders in collecting and utilizing data to assess the effectiveness of the building and to generate building improvement targets that promote learning.</p> <p>iii. the design and utilization of assessment data for learning.</p>	<p>The candidate demonstrated basic ability to</p> <p>i. develop and utilize data-based research strategies and strategic planning processes that inform the development and support of a vision and mission that promotes learning.</p> <p>ii. involve stakeholders in collecting and utilizing data to assess the effectiveness of the building and to generate building improvement targets that promote learning.</p> <p>iii. the design and utilization of assessment data for learning.</p>	<p>The candidate failed to demonstrate the ability to</p> <p>i. develop and utilize data-based research strategies and strategic planning processes that inform the development and support of a vision and mission that promotes learning.</p> <p>ii. involve stakeholders in collecting and utilizing data to assess the effectiveness of the building and to generate building improvement targets that promote learning.</p> <p>iii. the design and utilization of assessment data for learning.</p>
ELCC 1.3 Collect and	Advanced	Proficient	Basic	Below Basic

Use data PADEPP-1-Vision SWU-Leadership-1	<p>The candidate demonstrated at a high level of proficiency the ability to</p> <p>i. create strategic, tactical and operational goals and collaboratively develop implementation plans to achieve those goals.</p> <p>ii. develop school improvement plans that align with district improvement plans and reflect these six concepts: vision, instruction, management, collaboration, ethics, and political structure.</p>	<p>The candidate demonstrated the explicit ability to</p> <p>i. create strategic, tactical and operational goals and collaboratively develop implementation plans to achieve those goals.</p> <p>ii. develop school improvement plans that align with district improvement plans and reflect these six concepts: vision, instruction, management, collaboration, ethics, and political structure.</p>	<p>The candidate demonstrated basic ability to</p> <p>i. create strategic, tactical and operational goals and collaboratively develop implementation plans to achieve those goals.</p> <p>ii. develop school improvement plans that align with district improvement plans and reflect these six concepts: vision, instruction, management, collaboration, ethics, and political structure.</p>	<p>The candidate failed to demonstrate the ability to</p> <p>i. create strategic, tactical and operational goals and collaboratively develop implementation plans to achieve those goals.</p> <p>ii. develop school improvement plans that align with district improvement plans and reflect these six concepts: vision, instruction, management, collaboration, ethics, and political structure.</p>
ELCC 1.4 Continuous Improvement PADEPP-1-Vision SWU-Leadership-1	<p>Advanced</p> <p>The candidate demonstrated at a high level of proficiency</p> <p>i. the role of professional learning in continuous and sustainable improvement.</p> <p>ii. continuous and sustained improvement models and processes.</p> <p>iii. change processes, including continuous and sustainable improvement and discontinuous transformational change at the building level.</p> <p>iv. strategic management of human capital and its impact on continuous and sustainable improvement.</p>	<p>Proficient</p> <p>The candidate demonstrated the explicit level of proficiency</p> <p>i. the role of professional learning in continuous and sustainable improvement.</p> <p>ii. continuous and sustained improvement models and processes.</p> <p>iii. change processes, including continuous and sustainable improvement and discontinuous transformational change at the building level.</p> <p>iv. strategic management of human capital and its impact on continuous and sustainable improvement.</p>	<p>Basic</p> <p>The candidate demonstrated basic level of proficiency</p> <p>i. the role of professional learning in continuous and sustainable improvement.</p> <p>ii. continuous and sustained improvement models and processes.</p> <p>iii. change processes, including continuous and sustainable improvement and discontinuous transformational change at the building level.</p> <p>iv. strategic management of human capital and its impact on continuous and sustainable improvement.</p>	<p>Below-Basic</p> <p>The candidate failed to demonstrate the ability to develop</p> <p>i. the role of professional learning in continuous and sustainable improvement.</p> <p>ii. continuous and sustained improvement models and processes.</p> <p>iii. change processes, including continuous and sustainable improvement and discontinuous transformational change at the building level.</p> <p>iv. strategic management of human capital and its impact on continuous and sustainable improvement.</p>
ELCC 1.5 Monitor, Evaluate and Revise PADEPP-1-Vision SWU-Leadership-1	<p>Advanced</p> <p>The candidate demonstrated at a high level of proficiency the ability to use</p> <p>i. effective strategies for monitoring the implementation and revision of plans to</p>	<p>Proficient</p> <p>The candidate demonstrated an explicit the ability to use</p> <p>i. effective strategies for monitoring the implementation and revision of plans to achieve school</p>	<p>Basic</p> <p>The candidate demonstrated basic ability to use</p> <p>i. effective strategies for monitoring the implementation and revision of plans to achieve school improvement goals.</p>	<p>Below-Basic</p> <p>The candidate failed to demonstrate</p> <p>i. effective strategies for monitoring the implementation and revision of plans to achieve school improvement goals.</p>

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	achieve school improvement goals. ii. program evaluation models.	improvement goals. ii. program evaluation models.	ii. program evaluation models.	ii. program evaluation models.
Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.				
ELCC 2.5 Develop assessment and accountability systems to monitor student progress PADEPP 2 SWU Leadership 10	Advanced The candidate demonstrated at a high level of proficiency the ability to use i. multiple methods of evaluation, accountability systems, data collection, and analysis of data.	Proficient The candidate demonstrated the explicit ability to use i. multiple methods of evaluation, accountability systems, data collection, and analysis of data.	Basic The candidate demonstrated the basic ability to use i. multiple methods of evaluation, accountability systems, data collection, and analysis of data.	Below Basic The candidate failed to demonstrate the ability to use i. multiple methods of evaluation, accountability systems, data collection, and analysis of data.
ELCC 2.7 Maximize time spent on quality instruction PADEPP 2 SWU Leadership 3	Advanced The candidate demonstrated at a high level of proficiency the ability to use i. school systems that promote efficient practices in the management of people, processes, and resources.	Proficient The candidate demonstrated the explicit ability to use i. school systems that promote efficient practices in the management of people, processes, and resources.	Basic The candidate demonstrated the basic ability to use i. school systems that promote efficient practices in the management of people, processes, and resources.	Below Basic The candidate failed to demonstrate the ability to use i. school systems that promote efficient practices in the management of people, processes, and resources.
ELCC 2.8 Promote the use of the most effective and appropriate technologies to support teaching and learning PADEPP 2 SWU Leadership 3	Advanced The candidate demonstrated at a high level of proficiency the ability to use i. technology as a pedagogical and administrative tool.	Proficient The candidate demonstrated the explicit ability to use i. technology as a pedagogical and administrative tool.	Basic The candidate demonstrated the basic ability to use i. technology as a pedagogical and administrative tool.	Below Basic The candidate failed to demonstrate the ability to use i. technology as a pedagogical and administrative tool.
ELCC 2.9 Monitor and evaluate the impact of the instructional program PADEPP 2, 3 and 4	Advanced The candidate demonstrated at a high level of proficiency the ability to use i. program evaluation	Proficient The candidate demonstrated the explicit ability to use i. program evaluation	Basic The candidate demonstrated the basic ability to use i. program evaluation	Below Basic The candidate failed to demonstrate the ability to use i. program evaluation
ELCC Standard 3.0: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.				
ELCC 3.2 Manage Operations PADEPP 3 SWU Leadership 5	Advanced The candidate demonstrated at a high level of proficiency the ability to use i. methods and procedures for	Proficient The candidate demonstrated the explicit ability to use i. methods and procedures for managing the school's	Basic The candidate demonstrated the basic ability to use i. methods and procedures for managing the school's	Below Basic The candidate failed to demonstrate the ability to use i. methods and procedures for managing the school's

	managing the school's resources, including human resource development: ii. methods and procedures for managing the school's operations. ii. methods and procedures for managing school facilities. iii. methods and procedures for strategically aligning resources with school priorities. iv. methods and procedures for forecasting resource requirements for the school.	resources, including human resource development: ii. methods and procedures for managing the school's operations. ii. methods and procedures for managing school facilities. iii. methods and procedures for strategically aligning resources with school priorities. iv. methods and procedures for forecasting resource requirements for the school.	resources, including human resource development: ii. methods and procedures for managing the school's operations. ii. methods and procedures for managing school facilities. iii. methods and procedures for strategically aligning resources with school priorities. iv. methods and procedures for forecasting resource requirements for the school.	resources, including human resource development: ii. methods and procedures for managing the school's operations. ii. methods and procedures for managing school facilities. iii. methods and procedures for strategically aligning resources with school priorities. iv. methods and procedures for forecasting resource requirements for the school.
ELCC Standard 4.0: An educational 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.				
4.1 Collect and analyze data and information pertinent to the educational environment PADEPP-5, 8 and 9 SWU Leadership-1	Advanced The candidate demonstrated at a high level of proficiency the ability to use i. the collection and analysis of data and information pertinent to the school educational environment.	Proficient The candidate demonstrated the explicit ability to use i. the collection and analysis of data and information pertinent to the school educational environment.	Basic The candidate demonstrated the basic ability to use i. the collection and analysis of data and information pertinent to the school educational environment.	Below Basic The candidate failed to demonstrate the ability to use i. the collection and analysis of data and information pertinent to the school educational environment.
4.2 Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources PADEPP-5, 8 and 9	Advanced The candidate demonstrated at a high level of proficiency the ability to demonstrate and utilize i. cultural competence. ii. diverse cultural, social and intellectual community resources.	Proficient The candidate demonstrated at an explicit level the ability to demonstrate and utilize i. cultural competence. ii. diverse cultural, social and intellectual community resources.	Basic The candidate demonstrated at a basic level the ability to demonstrate and utilize i. cultural competence. ii. diverse cultural, social and intellectual community resources.	Below Basic The candidate failed to demonstrate the ability to demonstrate and utilize i. cultural competence. ii. diverse cultural, social and intellectual community resources.
4.3 Build and sustain positive relationships with families and caregivers PADEPP-5, 8 and 9 SWU Leadership-9	Advanced The candidate demonstrated at a high level of proficiency an understanding of i. the needs of students, parents or caregivers. ii. organizational culture that promotes open communication with families and caregivers.	Proficient The candidate demonstrated an explicit understanding of i. the needs of students, parents or caregivers. ii. organizational culture that promotes open communication with families and caregivers.	Basic The candidate demonstrated a basic understanding of i. the needs of students, parents or caregivers. ii. organizational culture that promotes open communication with families and caregivers.	Below Basic The candidate failed to demonstrate an understanding of i. the needs of students, parents or caregivers. ii. organizational culture that promotes open communication with families and caregivers.

	iii. strategies for effective oral and written communication and collaboration with families and caregivers.	iii. strategies for effective oral and written communication and collaboration with families and caregivers.	iii. strategies for effective oral and written communication and collaboration with families and caregivers.	iii. strategies for effective oral and written communication and collaboration with families and caregivers.
ELCC Standard 6.0: An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.				
ELCC 6.3—Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies PADEPP—6 SWU Leadership—7	Advanced The candidate demonstrated at a high level of proficiency the ability to anticipate future issues and trends that can affect schools and to incorporate contemporary and emerging leadership theories.	Proficient The candidate demonstrated the explicit ability to anticipate future issues and trends that can affect schools and to incorporate contemporary and emerging leadership theories.	Basic The candidate demonstrated basic ability to anticipate future issues and trends that can affect schools and to incorporate contemporary and emerging leadership theories.	Below-Basic The candidate failed to demonstrate the ability to anticipate future issues and trends that can affect schools and to incorporate contemporary and emerging leadership theories.

Appendix J

The Evaluation Project

Each academic major and program must have an assessment plan that includes articulation of a mission statement for the major/program, outcomes objectives for the major/program, and a brief description of assessment mechanisms that will be used to determine progress in meeting the objectives. A carefully written assessment plan serves as the foundation for all assessment activity. Nevertheless, it can be modified at any time as decisions are made to sharpen or extend the mission and/or as program objectives and assessment mechanisms are modified.

The Mission Statement

Each school must have a mission statement. The statement should follow these guidelines:

- (1) The mission statement should specify the purpose of the institution.
- (2) The mission statement should be an extension of the District's Statement of Purpose, Standing Goals, and Curriculum Goals; it should make clear how the school contributes to the mission and goals of the District.
- (3) The mission statement should be succinct but should be sure to include the essential mission of the school (rather than the mission of any individual faculty member or program). Most statements are about 1 - 3 paragraphs in length.

Example of a Mission Statement (from the General Education Program)

Greenlawn Middle School seeks to provide students with a broad base of knowledge and skills that will prepare them for productive lives as individuals and as members of communities. This includes a broad and diverse basis of knowledge, an understanding of the fundamental features of human life and culture, and the ability to reason and communicate effectively.

In order to fulfill this mission, Greenlawn Middle School aims to develop in students a sound, broad intellectual foundation, including the ability to think logically, analytically, and creatively, and to make judgments and evaluations as a result of that process. It also provides an understanding of our world, including a sound historical perspective, an appreciation for diverse cultures, an aesthetic awareness and appreciation, and the ability to communicate effectively. The school helps students to develop an integrated, mature perspective, including an understanding of the interrelationships among various disciplines, a set of ethical values, and a commitment to lifelong learning.

Greenlawn Middle School provides students with effective mathematical skills, knowledge of the potential capabilities of computer technology, and knowledge of scientific and social scientific methodology and contributions. It also promotes an awareness of the importance of mental and physical well-being, the ability to assume new tasks and to adapt to changing realities, and the ability to function effectively, both independently and in groups.

Does this statement identify the contribution of Greenlawn Middle School to the District? Yes. Does this statement relate to the District's Statement of Purpose, Standing Goals, and Curriculum Goals? Yes. Is this statement succinct? Yes.

The Program Objectives

Outcomes objectives must be in place for each academic major/program. The objectives should follow these guidelines:

(1) The objectives should state the key standing (continuing) aims for the major/ program. They should include the knowledge, skills, attitudes, behaviors, and achievements expected of students in the program

(2) The objectives should do the following:

(a) Include an action verb and a statement of ability. Use meaningful verbs: better objectives use action verbs like "paraphrase," "compute," "describe," and "construct"; poorer objectives use verbs that are too general like "understand" and "appreciate."

(b) Involve objectives that can be operationalized and are empirically verifiable/directly observable.

(c) Are attainable or feasible given the resources of the major/program.

(d) Clarify or establish a link between what students accomplish in the program and what they do after they graduate.

(e) Permit multiple paths of demonstrating mastery of program objectives.

(3) The objectives should be outcome- or result-oriented rather than statements of process, and they should be specific. This is contrary to the tradition schools, which are more accustomed to identifying "what we will do." This model is based on identification of "what will occur" because of what we do. Thus, "offering sound courses in core areas of the discipline" is too process-focused. We should instead be thinking about what the objectives are (in other words, why do we offer core courses? What are we trying to accomplish? How will students who take these courses be different?)

The presentation of objectives can follow either of the following two formats:

(1) Majors and programs can articulate broad goals each of which is followed by two or more specific outcomes objectives. This format is used by the General Education program.

Example of Outcomes Objectives Being Related to Broad Goals

The school has identified four broad goals. The third goal is that "Students should develop the ability to communicate effectively." Related to this broad goal are three specific outcomes objectives:

- (a) An ability to write clearly using proper grammar, syntax, and punctuation
 - (b) An ability to identify and use effective structure and devices for organizing written communication
 - (c) An ability to give an effective oral presentation
-

(2) Majors and programs can articulate specific outcomes objectives that are consistent with the district's goals but without a specific reference to them in the list of objectives. Had the General Education program simply listed all of its outcomes objectives without grouping them under specified goals, it would be an illustration of this second format.

Do statements (a), (b), and (c) in (1) express key standing objectives of the school's program? Yes. Are these objectives outcomes- or results-oriented and are they specific? Yes, they do express an outcome, and they are specific.

The Assessment Mechanisms

Each academic major and program must identify a roster of assessment mechanisms that are used to assess the extent to which the objectives are met. , "A Partial List of Potential Assessment Mechanisms," should be helpful in identifying appropriate mechanisms. The following guidelines should be used in identifying and shaping the assessment mechanisms:

- (1) Assessment mechanisms should provide answers to genuine questions that we have. If we do not care about the results of questions that we ask, then we have designed a poor mechanism. This is an opportunity to obtain answers to questions that we have about the effects of our educational program on students.
- (2) Care should be taken that the assessment mechanisms used actually measure what we intend for them to measure. Assessment mechanisms should enable us to draw correct conclusions about the extent to which our objectives are being met.
- (3) Both quantitative (i.e., numerical data such as scores on comprehensive exams and number of students doing independent studies) and qualitative (i.e., more subjective information such as that which might be obtained by assessing student portfolios) should be used. Often, they nicely complement each other.
- (4) Assessment information should be collected from a variety of constituencies. For example, departments might focus on current majors and minors, students in the introductory class, non-majors taking electives in the department, recent or older alums, faculty in other departments, student services staff, etc.

(5) While there is no magic number of assessment mechanisms that should be included, a sufficient number should be used to ably evaluate the variety of objectives that have been formulated. The number should not be so great as to be burdensome, but having only a couple of mechanisms are clearly not enough.

(6) It is permissible and desirable to incorporate mechanisms that have been used in the past. We should build these into our programs.

(7) Make the assessment program your own. Make it fit you, your departments, and your programs. Make it an expression of what is valued and what a quality public school is able to provide for its students.

Example of Assessment Measure (as Used in General Education)

The General Education program includes the following types of assessment mechanisms:

(1) *From Current Students:* Evaluation of students on specific examinations, exercises, and assignments in courses; course evaluation forms; focus groups; and essays on ethical values.

(2) *From Graduating Seniors:* The Senior Exit Survey.

(3) *From Alumni:* Alumni Surveys.

(4) *From External Reviewers and Institutional Data:* Program Evaluation (the PEP process) and the General Education Annual Report.

Preparing the Annual Assessment Program

An Annual Assessment Program must be conducted for each academic major and program. The Program involves annual development of a five-column grid that includes the following components:

(1) Column 1: Identification of an important goal derived from the Mission Statement, the Institutional Standing Goals, the Curriculum Goals, or the department's own mission statement.

A Single Example from General Education

Mission Statement/Goal	Objective	Assessment Mechanism	Assessment Results	Program/Service Improvement
Students should develop the ability to communicate effectively.				

(2) Column 2: Identification of approximately three objectives that are selected from the longer list of objectives included in the second part of the Assessment Plan. These are the objectives on which assessment activity will be focused for the remainder of the year. The first three columns are completed in late summer-early fall. The objectives selected typically change from year to year.

Continuing Example for One Objective

Mission Statement/Goal	Objective	Assessment Mechanism	Assessment Results	Program/Service Improvement
Students should develop the ability to communicate effectively.	An ability to give an effective oral presentation			

(3) Column 3: Identification of the assessment mechanisms that will be used to examine the selected objectives. These mechanisms are drawn from those listed in the third part of the Assessment Plan. Each mechanism should contain a criterion or threshold of success; this is the level at which faculty would conclude that the objective has been reasonably met. In the following example, "" and "" establish this threshold. The criterion should be set at whatever level is appropriate and meaningful. Institutional effectiveness seeks to encourage honest assessment and creative effort to make program improvements without fear of failure or personal retribution. Each major/program is evaluated on the quality of its mission statement, objectives, assessment activity, and effort to make program improvements.

Continuing Example for One Objective

Mission Statement/Goal	Objective	Assessment Mechanism	Assessment Results	Program/Service Improvement
Students should develop the ability to communicate effectively.	An ability to give an effective oral presentation	80% of final presentations in Senior Symposium and departmental senior seminars rated 'adequate' or better on standardized form. 60% of respondents on alumni survey will respond 'very much' to the question: 'How much did your education here contribute to your personal growth in speaking effectively?'		

(4) Column 4: Identification of the results of the application of the assessment mechanism. This column describes what has been learned from each assessment mechanism about performance relative to the corresponding objective. It must contain information that allows determination about whether or not the criterion level has been reached. This column is completed whenever the results from the assessment mechanism are available or at the end of the year.

Continuing Example (With Hypothetical Data in Column 4)

Mission Statement/Goal	Objective	Assessment Mechanism	Assessment Results	Program/Service Improvement
Students should develop the ability to communicate effectively.	An ability to give an effective oral presentation	80% of final presentations in Senior Symposium and departmental senior seminars rated 'adequate' or better on standardized form. 60% of respondents on alumni survey will respond 'very much' to the question: 'How much did your education here contribute to your personal growth in speaking effectively?'	70% of final presentations rated 'adequate' or better. 90% of respondents reported 'very much.'	

(5) Column 5: ("Closing the Loop") Identification of efforts to make program/service improvements based on what has been learned and reported in column 4. If assessment shows that an objective is being met, and no one has ideas for doing better, the fifth column simply reports that. When assessment shows that an objective is not being met and/or ideas are suggested for doing better, then the fifth column reports the changes designed to enhance program performance. This column is completed in late spring-early summer.

Continuing Example (With Hypothetical Data in Columns 4 and 5)

Mission Statement/Goal	Objective	Assessment Mechanism	Assessment Results	Program/Service Improvement
Students should develop the ability to communicate effectively.	An ability to give an effective oral presentation	80% of final presentations in Senior Symposium and departmental senior seminars	70% of final presentations rated 'adequate' or better.	A meeting of Senior Symposium instructors held to discuss the issue. More attention will be

		rated 'adequate' or better on standardized form.		devoted to effective speaking on the syllabus and in preparation for the presentation.
		60% of respondents on alumni survey will respond 'very much' to the question: 'How much did your education here contribute to your personal growth in speaking effectively?'	90% of respondents reported 'very much.'	

Essentially, the whole purpose of a program of institutional effectiveness and of all assessment activity is contained in the fifth column. Institutional effectiveness is a systematic process for thinking about, studying, and making efforts to improve programs and services.

Integrating Assessment in Planning and Budgeting

The Annual Assessment Program will typically produce plans and activities designed to improve the program or service and to increase the likelihood of meeting the designated objectives. The work involved in making these changes should logically be incorporated into the department's goals for the ensuing year. Program/service changes that require financial support should be incorporated into the department's budget request. These items receive prompt attention.

Each academic major and program must identify a roster of assessment mechanisms that are used to assess the extent to which the objectives are met. The following guidelines should be used in identifying and shaping the assessment mechanisms:

- (1) Assessment mechanisms should provide answers to genuine questions that we have. If we do not care about the results of questions that we ask, then we have designed a poor mechanism. This is an opportunity to obtain answers to questions that we have about the effects of our educational program on students.
- (2) Care should be taken that the assessment mechanisms used actually measure what we intend for them to measure. Assessment mechanisms should enable us to draw correct conclusions about the extent to which our objectives are being met.
- (3) Both quantitative (i.e., numerical data such as scores on comprehensive exams and number of students doing independent studies) and qualitative (i.e., more subjective information such as that which might be obtained by assessing student portfolios) should be used. Often, they nicely complement each other.

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(6) It is permissible and desirable to incorporate mechanisms that have been used in the past. We should build these into our programs.

(7) Make the assessment program your own. Make it fit your school and programs. Make it an expression of what is valued and what a quality educational institution is able to provide for its students.

Example of Assessment Measure

The General Education program includes the following types of assessment mechanisms:

(1) *From Current Students:* Evaluation of students on specific examinations, exercises, and assignments in courses; course evaluation forms; focus groups; and essays on ethical values.

(2) *From Graduating Seniors:* The Senior Exit Survey.

(3) *From Alumni:* Alumni Surveys.

(4) *From External Reviewers and Institutional Data:* Program Evaluation (the PEP process) and the General Education Annual Report.

Appendix K

Case Studies

Session Two

Ms. Simpson is a member of the faculty at Strom Thurmond Middle School. The students are grouped by grades, but within the grades, a team of teachers cooperates to develop interdisciplinary lessons. Individual members of the team have been assigned teaching responsibility for the areas of English, mathematics, science and social studies. Ms. Simpson has decided to evaluate her area of responsibility in the eighth grade English section of the instructional program. Her evaluation includes the following:

- a. Administration of a standardized English achievement test in September and March. (This will most probably be the Measure for Academic Progress [MAP]. She plans to compare the pre-test results and the post-test results to the national norms for the test.)
- b. Monthly interviews of a sample of her class to determine student reaction to the English portion of the instructional program.
- c. Keeping a record of student progress so their potential for high school performance can be assessed for English Tech, regular English or Honors English.
- d. Observations by an outside observer monthly, using a scale she has devised to record students during class discussions.
- e. Comparison of the performance of Ms. Jackson's class on the standardized tests with performance of eighth-grade classes at other junior high schools in the district.

Using what you have learned about the different approaches, determine if Ms. Simpson has a viable evaluation design. What questions should she be addressing? Comment on the organization of her evaluation. Could she improve the design?

Session Three

1. Your school is to be visited by the Southern Association of Colleges and Schools. What issues should be addressed? Are there any issues that could be missed by a SACS team in a short three-day visit? What information should be available for the team to review? Do you think that a SACS team or state department team could make a difference in your school? Why or why not?
2. Scott Elementary School has started a volunteer program in which parents are encouraged to help out in the classroom. The program goal is not only to provide the teachers with help but also to involve the parents more in school and their children's education. The principal is trying to boost the learning of the low-performing students in the school by involving the parents in their children's education through volunteering in the classroom. How would this strategy work into the evaluation plan?

Appendix L

Welcome to Rickman Library

www.swu.edu/library

Need help?
Please contact us!
We are always
happy to assist you
in finding whatever
information you
need.

Our website will help you

1. learn about the Rickman Library and library services.
2. locate and request the materials you need.
3. access research materials such as books, periodicals, etc.
4. evaluate the materials that you find both through the library and on the web.

FIND BOOKS, SCORES, DVDs, & MORE



[SWUcat](#)

Items in
Rickman
Library

[PASCALcat](#)

Items in
SC Academic
Libraries

FIND ARTICLES AND E-JOURNALS



[Databases A-Z](#)

[Databases by Subject](#)

[Full text journal finder](#)

REFERENCE & RESEARCH



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[Video: Intro to Rickman Library](#)

[Interlibrary Loan \(ILL\)](#)

[Citing Sources](#)

[Evaluating Websites](#)

AGS STUDENTS



[Library Services & Resources for AGS Students](#)

ASK A SWU LIBRARIAN

SWU Librarian is online.

Hi! Can we help you? Note: if the light is green, we are here. If you do not get a response right away, be patient, as we may be assisting another patron. You may also email questions to library@swu.edu.

Your Name:

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SPECIAL COLLECTIONS



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[Faith Clayton Genealogy Room](#)

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- [Hours](#)
- [Renew Items](#)
- [MySWUcat](#)
- [Contact us](#)
- [Community Members](#)
- [For Faculty](#)

FIND BOOKS, DVDs AND MORE

Click on [SWUcat](#) to search the Rickman Library catalog, then request books to be mailed to your home. Click on [PASCALcat](#) to search the statewide catalog, then request books to be sent to an academic library near you for pick up and return.

FIND ARTICLES AND E-JOURNALS

Use the tools here to search our databases for scholarly, magazine, and newspaper articles, and more.

REFERENCE AND RESEARCH

Explore tools created by SWU librarians to familiarize you with the library and help you with your research.

LIBRARY SERVICES & RESOURCES FOR AGS STUDENTS

Find information about the library specifically related to your degree program and/or courses.

ASK A SWU LIBRARIAN

We are generally open until 11PM Monday-Thursdays, 1-6PM Saturdays, and 6-10PM Sundays. (hours will be subject to change in the summer—see our website for the most up-to-date info) During our open hours, you can call us at 864-644-5060 or chat live with us on our website. Email us at library@swu.edu anytime!

Updated January 2012

Appendix M

Instructions for Using Smarthinking

Smarthinking offers FREE online tutoring 24 hours a day, 7 days a week. You can connect with a highly qualified tutor in a live, interactive whiteboard environment to get help with writing, math, statistics, accounting, economics, biology, chemistry, physics, and more.

Note: To create your FREE account in Smarthinking, you must access MyCampus and follow the steps below.

Getting Started

1. Log on to <https://mycampus.swu.edu>.
2. Click on the **Tutoring** icon under Student Links to go to the Center for Transformational Learning (CTL) page.
3. Click the **Smarthinking** link in the blue sidebar on the left-hand side of the page.
4. Click on **New Smarthinking Web link** in the box on the bottom right-hand side of the screen.
5. When the Smarthinking page opens, create a personal account with your own login and password.
6. Use this login and password whenever you want to access Smarthinking.
7. Once you have created your own account, you may go directly to www.smarthinking.com.

Additional Information

There are many tutoring options available on the Smarthinking Website. Each option has a "Tell Me How" feature. Use the dropdown menu next to each option to choose what you would like to do.

The "Submit Your Writing" option provides detailed feedback on your writing assignments. Assistance is available for all types of writing from a simple paragraph to a research paper. Use the dropdown menu to choose the appropriate option for your submission. Documents must be in a .doc, .rtf, or .txt format to upload. A tutor will read your paper and will send feedback to your Smarthinking inbox within 24 hours. Please note that the tutors will not edit or rewrite a paper for you.

If you need help using Smarthinking, click on the **SMARTHINKING Student Handbook** in the Customer Support & FAQ area of your homepage or contact Customer Support at support@smarthinking.com or (888) 430-7429 ext. 1 (Monday-Friday, 8am – 6pm ET). For on campus help, call Martha Mishoe at (864) 644-5036.

January 2011

Appendix N

Turnitin.com Directions

Turnitin is the world's leading academic plagiarism prevention solution & digital assessment tool. It helps educators and students take full advantage of the internet's educational potential.

Students should follow the steps listed below to access and submit an assignment.

- 1) Go to www.turnitin.com.
- 2) Click "create a user profile" in the upper right-hand corner of the screen.
You will need to provide the following information:
 - * a valid email address
 - * a 6-12 digit password
 - * your name, country, and state
 - * type of user (student)
 - * your agreement to the user license
- 3) Once profile is set, click "start class enrollment wizard" in the lower right-hand corner of the screen.
- 4) When enrollment wizard begins, you will need to enter a **Class ID** number and **Class Enrollment Password**. This information is different for each specific class and should be obtained from your instructor.
- 5) When the class information opens, find the appropriate assignment and press the submit button adjacent to it. Next, you will browse your hard drive or portable memory device for the file to submit. Select the file and submit.

(Note: Assignments must be submitted by the day they are due or you lose your ability to submit the assignment.)

If you have any problems with using Turnitin, you can access a student tutorial using the **Student Help** button at the top of the page or contact [Martha Mishoe](#) at [644-5036](#).

February 2011

Appendix O
LEARNING TEAM EVALUATION FORM

NOTE: This form is to be completed by each team member in confidence. The instructor should also maintain confidentiality.

Date: _____ Cohort: _____

EVALUATION SCALE

5 – EXCELLENT

4 – GOOD

3 – SATISFACTORY

2 – FAIR

1- POOR

Please use the scale above to record the most appropriate number for the criteria below that best represents the extent to which each learning team member:

- (2) Actively participated in and contributed to the activities of outlining and completing the team project. This includes but is not limited to participating in the initial discussion of launching the project, contributing creative ideas to enhance the project, and staying on task to complete the project.
- (3) Prepared materials as assigned and in a timely manner.
- (4) Participated in a positive manner with other team members while displaying a cooperative team spirit and providing support to ensure their success.
- (5) Participated in class with all responsibilities fulfilled in regard to learning team activities/project.
- (6) How would you evaluate the overall contribution of each team member?

(1) (2) (3) (4) (5) (6)

Name	Actively Participated in and Contributed to Learning Team Activities	Prepared Materials	Demonstrated Voluntary Cooperation	Fulfilled Responsibility in Class	Overall Evaluation
1.					
2.					
3.					
4.					
5.					
Your name:					

Criteria	Add any comments you may have regarding the evaluations in the appropriate section.
2	
3	
4	
5	
6	

(These forms should be collected by the instructor and used in student evaluations.)

January 2010