Distributed Teacher and Leader Education

Business Leader Assessment

Brief Description

In order to develop the skills necessary to carry out the comprehensive and systematic work of a **School District Business Leader (SDBL)** candidates must be involved in authentic comprehensive action projects during their internship that take into account the unique needs identified in the ISLLC leadership standards, and the diverse educational settings within which the projects are occurring. School districts often have a variety of improvement projects that must involve the expertise of the **School District Business Leader**. SDBL interns are often viewed as potential resources for such preset projects. Aligning these comprehensive projects to specific standards also improves the likelihood that candidates would be developing competency in specific performance outcomes. More importantly, if the project is constructed properly, not only does the intern benefit greatly from the experience, but the sponsoring school district is ultimately better able to deliver services to its students, creating a win-win situation.

One of these authentic projects requires candidates to identify an area within the school or district that requires improvement and design a needed *improvement plan* through comprehensive long-range planning. With the help of administrators, each SDBL intern uses multiple data sources to determine existing conditions and identify an authentic problem. Each intern is expected to recognize the key obstacles for realizing the educational change being proposed and develop strategies for overcoming them. The project concludes with each intern developing the procedures for promoting collaborative decision making during the change process, and developing a systematic plan for involving parents and members of the community.

2. Alignment to Standards

The *Business Leader Assessment* is used by the SBU intern supervisor at the end of the internship to evaluate the work of the intern within the *improvement plan* project. It assesses the **professional and pedagogical knowledge and skills** necessary to work effectively with students, families, colleagues, and other community stakeholders (**community relations**) and the ability to **support student learning and development**.

- **1B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.**

- **1C. Create and implement plans to achieve goals.**
- **3A.Monitor and evaluate the management and operational systems.**
- **4C. Build and sustain positive relationships with families and caregivers.**

DIRECTIONS TO THE STUDENTS FOR THE SCHOOL IMPROVEMENT PLAN:

This project is intended to help you design, organize, monitor and evaluate an *improvement plan* for an area of weakness identified by real data. The successful completion of this project demonstrates that you can carry out the comprehensive and systematic work of a **School District Business Leader**.
It is mandatory that you consult with an administrator in your school district during the design phase of this project. With the help of this administrator, design the project so that it benefits both your professional development and the district you are serving. The final *improvement plan* must follow the guidelines below.

1. Using multiple data sources show the existence of an authentic educational problem that requires improvement and using the data and available research develop a comprehensive plan that will focus on supporting student learning.
2. Identify the key obstacles that could hinder the realization of the *improvement plan* that you have proposed and design strategies that will lead to more effective programming.
3. Design a comprehensive plan for involving parents and members of the community in the implementation of the *improvement plan*.

Scoring Guide

The evaluator (university intern supervisor) uses a 4-point rubric for each of the ISLLC leadership standards listed in this assessment tool. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. Evaluators use the ELCC sub-elements listed in the boxes for assistance during the evaluation process.

Scoring Guide:

ISLLC Standard #1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.				
Standard Function	**Unacceptable - 1**	**Acceptable - 2**	**Meets Standard - 3**	**Distinguished - 4**
1B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.	Candidate **does not** demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision,	Candidate **demonstrates** the ability to use some data-based research strategies and strategic planning processes that focus on student learning	Candidate can **demonstrate** the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant	Candidate demonstrates a **comprehensive** use of data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information

	drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate **does not** understand the theory and research related to organizational and educational leadership.	to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate **partially** understands the theory and research related to organizational and educational leadership.	information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate **can understand** the theory and research related to organizational and educational leadership.	sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate has a **comprehensive** understanding of the theory and research related to organizational and educational leadership.
Standard Function	**Unacceptable - 1**	**Acceptable - 2**	**Meets Standard - 3**	**Distinguished - 4**
1C. Create and implement plans to achieve goals.	Candidate **cannot** design research-based plans and/or processes to effectively implement a district vision throughout an entire school district and community.	Candidate can **partially** design research-based plans and/or processes to effectively implement a district vision throughout an entire school district and community.	Candidate **can** design research-based processes to effectively implement a district vision throughout an entire school district and community.	Candidate can design **many** research-based plans and/or processes to effectively implement a district vision throughout an entire school district and community.
ISLLC Standard #3: 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.				
Standard Function	**Unacceptable - 1**	**Acceptable - 2**	**Meets Standard - 3**	**Distinguished - 4**
3A. Monitor and evaluate the management and operational systems.	Candidate **does not** demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.	Candidate **partially** demonstrates the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.	Candidate **can** demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.	Candidate demonstrates a **strong** ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.
ISLLC Standard #4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.				
Standard Function	**Unacceptable - 1**	**Acceptable - 2**	**Meets Standard - 3**	**Distinguished - 4**
4C. Build and sustain positive relationships with families and caregivers.	Candidate **cannot** develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.	Candidate can **partially** develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.	Candidate **can** develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.	Candidate can **effectively** develop and implement **many** strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.