

Distributed Teacher and Leader Education

EDL 595 – Research Project Seminar Assessment

Brief Description

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

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

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

Alignment to Standards

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

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

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

Scoring Guide

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

Scoring Guide:

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

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	educational	educational		educational
1D. Promote	leadership. (ELCC 1.4b)	leadership.	Masta Ctandoni	leadership.
	Unacceptable - 1	Min Meets - 2	Meets Standards -	Distinguished - 4
continuous and			3	
sustainable	Candidate does not	Candidate	Candidate can	Candidate
improvement.	demonstrate the	demonstrates the	demonstrate the ability	demonstrates a strong
	ability to articulate the	ability to partially	to articulate the	ability to articulate the
	components of this	articulate the	components of this	components of this
	vision for a district and	components of this	vision for a district and	vision for a district and
	the leadership	vision for a district	the leadership processes	the leadership
	processes necessary to	and the leadership	necessary to implement	processes necessary to
	implement and support the vision.	processes necessary to implement and	and support the vision.	implement and support the vision.
	(ELCC 1.2a)	support the vision.		support the vision.
ISI I C Standard #		<u> </u>	e success of every	ctudent by
			responding to diver	se community
	ds, and mobilizing			
Standard	Unacceptable - 1	Min Meets - 2	Meets Standards -	Distinguished - 4
Function			3	
4A.Collect and	Candidate does not	Candidate partially	Candidate can engage in	Candidate regularly
analyze data and	engage in the	engages in the	the collection,	engages in the
information	collection,	collection,	organization, and	collection,
pertinent to the	organization, and	organization, and	analysis of a variety of	organization, and
educational	analysis of a variety of	analysis of a variety	information, including	analysis of a variety of
	information, including	of information,	student performance	information, including
environment.	student performance	including student	data, required to assess	student performance
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chvironinient.		required to assess	district's vision, mission,	assess progress toward
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environment.	a district's vision,	progress toward a	and goals.	a district's vision,
environment.	a district's vision, mission, and goals.	progress toward a district's vision,	and goals.	a district's vision, mission, and goals.
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