Section IV. Evidence for meeting standards

Assessment 3. Professional Knowledge, Skills and Dispositions:
                              Curriculum Management Project

1. Description of the assessment and its use in the program.

Assessment #3 is a Curriculum Management Project. The candidate develops a process for data-driven decision-making and strategic planning that focuses on the vision to improve student learning. The candidate facilitates teamwork, ensures appropriate use of student assessments and communicates to students, parents, and the larger community. Candidates will complete a project related to data-driven decision-making, program improvement based on individual or program data or curricular assessment leading to instructional improvement. This project will be a research-based, data-driven, service project for a school or school district.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III

The Essential Questions for this project are:

1. How can professionals in educational settings work collaboratively with students, families and community members to improve the quality of education for all students?
    (ELCC 1.1, 1.2)
2. How can faculty and staff work with data to improve the instructional program?
3. (ELCC 1.2, 1.3)
4. How can the school and community work together with data to improve school climate, student success and/or higher achievement? (ELCC 1.2, 1.3)

3. A brief analysis of data findings
Data were collected during spring semester, 2008. Assessment #3 indicates that the candidates self-assessed as meeting the standard and most indicated that they exceeded the standard. The data demonstrate that capacity in data-based research strategies, improving the school vision and having a positive impact on student performance were reachable goals. The data also indicate that the Curriculum Projects were successful in connecting course content, skills of facilitation and team-building and working with the larger community.

4. Interpretation of how data provide evidence for meeting standards
The rubric and scoring guide demonstrate the connection with the ELCC standards. The candidate must use data-based research with faculty, parents and the community to make them participants in the developing or modifying of the school vision. Using student assessments appropriately while reaching for challenging standards is part of motivating staff, students and families. Communicating the process, understanding organizational change, delegating responsibility and developing leadership in others are reflected in these standards.

Assessment Documentation

ATTACHMENT A

Assessment Tool or Description of the Assignment

Curriculum Management Project

Students will complete a project related to data-driven decision-making, program improvement based on individual or program data or curricular assessment leading to instructional improvement. This project will be a research-based, data-driven, service project for a school or school district. As part of the preparation of content knowledge, each student is to **read and critique 7 articles** related to curriculum design, reform, school improvement and the use of data to improve schools and standards-based curriculum.

	ASSESSMENT 3: Scoring Guide Supervisory Plan for Classroom-Based Instruction Name:_____		
STANDARD	**DOES NOT MEET EXPECTATIONS** **POINTS 1**	**MEETS EXPECTATIONS** **POINTS 2**	**EXCEEDS EXPECTATIONS** **POINTS 3**
Candidate's Proposal Relates to Vision and Mission of School	Candidate **does not** demonstrate the ability to articulate the components of this vision for a school and the leadership process necessary to implement and support the vision. (ELCC 1.2a).	Candidate demonstrates an **acceptable** ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision. (ELCC 1.2a)	Candidate demonstrates an **exemplary** ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision. (ELCC 1.2a)

(ELCC 1.2)	Candidate **does not** demonstrate the ability to use data-based research strategies and strategic planning process that focus on student learning to inform the development of 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 demonstrates an **acceptable** ability to use data-based research strategies and strategic planning process that focus on student learning to inform the development of 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 demonstrates a **comprehensive** use of data-based research strategies and strategic planning processes that focus on student learning to inform the development of 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** demonstrate the ability to communicate the vision to staff, parents, students and community members (ELCC 1.2c)	Candidate demonstrates an **acceptable** ability to communicate the vision to staff, parents, students, and community members. (ELCC 1.2c)	Candidate demonstrates an **exemplary** ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities. (ELCC 1.2c).
Candidate Implements the School's Vision	Candidate **does not** formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision. (ELCC 1.3a)	Candidate formulates **acceptable** initiatives that can motivate staff, students, and families to achieve the school's vision. (ELCC 1.3a)	Candidate formulates **many** initiatives to motivate staff, students, and families to achieve the school's vision. (ELCC 1.3a)
(ELCC 1.3)	Candidate **does not** develop plans and processes for implementing the vision. (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and	Candidate develops an **acceptable** plan and/or process for implementing the vision. (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and	Candidate develops **many** plans and processes for implementing the vision. (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork,

	teamwork, structuring significant work, ensuring appropriate use of student assessments, proving autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources). ELCC 1.3b	teamwork, structuring significant work, ensuring appropriate use of student assessments, proving autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources). ELCC 1.3b	structuring significant work, ensuring appropriate use of student assessments, proving autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources). ELCC 1.3b

Assessment 3: Supervisory Plan for Classroom-Based Instruction
Curriculum Management

Standard:	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)
ELCC 1.2a	0	3	5
ELCC 1.2b	0	3	5
ELCC 1.2c	0	3	5
ELCC 1.3a	0	2	6
ELCC 1.3b	0	2	6