Assessment 3 (required) - Content Knowledge:
Assessment of content knowledge in Educational Leadership
Section IV – Evidence for Meeting Standards
School Based Projects

1. Description of the assessment and use in the program

School based projects are key assignments in our educational leadership program. These course based school projects are a means for students to accomplish field based work and action research prior to their internship in educational leadership.

Students receive a packet of suggested projects that directly correspond to the ELCC standards. Each student has the authority to select a project that fits his or her needs but most importantly a project that addresses some need within the school or district in which the student works.

These projects are completed and presented to classmates in the course and are included within their final portfolio. Along with its inclusion in the portfolio is an artifact log sheet further documenting the individual's learning.

- The School Based Project is an assignment where students showcase their content knowledge through the ELCC Standards in myriad authentic methods. Without deep content knowledge the projects cannot be successful.
- Because the School Based Projects are authentic and based on an actual school need or needs the student must employ professional levels of knowledge, skills and dispositions in order to get the multi-faceted program to a successful conclusion.
- The School Based Project is totally focused on student learning by doing.

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

Standard 1: *Moving the Vision*
School Based projects address the following key components of the standard and when taken as a whole show understanding of the principles and theories in educational leadership, 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.

Standard 2: *Creating a Positive Learning Environment*
School Based projects address the following key components of the standard and when taken as a whole show understanding and respect for the uniqueness of individuals; knowledge and experiences about the developmental differences and similarities between and among individuals with and without disabilities and the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an

effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 3: *Managing With Flexibility*
School Based projects address the following key components of the standard and when taken as a whole show an understanding, knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4: *Public Support*
School Based projects address the following key components of the standard and when taken as a whole show an understanding, a knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5 *Moral Courage and Acting in an Ethical Manner*
School Based projects address the following key components of the standard and when taken as a whole demonstrates that the candidate is an educational leader who has the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6 *Understanding the Larger Context*
School Based projects address the following key components of the standard and when taken as a whole show an understanding**,** a knowledge and ability to promote the success of all students by responding to, and influencing the larger political, social, economic, legal, and cultural context.

3. A brief analysis of data findings
        We have no data at this point.

4. Interpretation of how data provide evidence for meeting standards

Data will be collected during the 2006-2007 academic year and reported in June 2007

Evaluation Rubric
Rubric for School Based Projects

	Not Yet-0	Proficient-1	Exemplary-2
Content Knowledge	There is little shown within this project to demonstrate an understanding of the content from the course.	Content from this course is obvious in the demonstrated work from the class project.	The class project clearly demonstrates content from the course and connects with other standards.
Implementation	The project was not effectively carried out and the presenter is not clear with why that happened.	Project was carried out but had no effect on the functioning or growth of the organization.	Project was successfully completed and led to some systemic change within the system.
Connection to ELCC Standards	Project was completed in a superficial manner with only a limited connection to a standard.	Project was thoroughly completed, well written, organized and displayed an in-depth understanding of a specific standard.	Project was thoroughly completed, well written, organized, displayed an in-depth understanding of several standards and a reflection on how it may have been improved.
Connection to Personal Learning Plan	The project had no connection to the student's individual learning plan.	The project demonstrated thoughtfulness and a clarity of new learning to fit with the personal learning plan.	The project showed thoughtfulness, clarity of new learning and areas for future learning to include in the personal learning plan.