

1. Description of the assessment and use in the program

Description of the Assessment

The purpose of this assessment is to demonstrate the candidate's content knowledge in developing a school vision, articulating and communicating a school vision, implementing a school vision and stewarding a school vision. As part of that knowledge, the candidate will also demonstrate the ability to understand learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.

At the core is the principal's role in the development of shared strategic visions for schools. Shared visions are the basis of a school's culture and values, which suggest that leaders are people who facilitate the development of shared visions and thus create desired changes in culture and values. An integral component of this assessment is the candidate's documentation of what makes organizations effective and the management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum and instruction.

Candidates must demonstrate their ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency.

Candidates must demonstrate their ability to act as informed consumers of educational theory and concepts appropriate to school context and to explain how the legal and political systems and institutional frameworks of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.

Use in the Program

The Vision Essay will be used formally at two data points in the program. The first Vision Paper will be written and reviewed at the conclusion of the first semester in the program. The second Vision Paper will be reviewed during the sixth and final semester of the program to demonstrate the growth of the candidate through coursework, on-line learning, seminars, professional reading, field placement and field experience. The Second Vision Essay will also be an opportunity to reflect deeply on candidate change and development. Both essays will be graded by the college professor.

The first Vision Essay serves as the initial document in the Educational Leadership portfolio. This essay serves as the foundation to frame the candidate's approach to the issues of school leadership, effective schools, school redesign, best practices, behavior management, effective teaching strategies, learning strategies for all learners, professional learning communities, working with the greater community and extending oneself into local, state, federal and global laws and policies. The leadership lenses of the candidate are crucial as a cornerstone to collaborate both in school and beyond the school to the greater community to support the success of all learners.

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

The assessment has been created in direct alignment to **ELCC standards 1, 3, and 6**. Other standards are minimally addressed include standards 2 and 4.

Standard 1

Candidates are assessed on their 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

Candidates are assessed on their knowledge and ability to consider the school culture and context of the school including how to assess and capitalize on a school's diversity.

Standard 3

Candidates are assessed on their ability to demonstrate to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency.

Standard 4

Candidates are assessed on their knowledge and ability to consider community resources and ways to mobilize the community to achieve a school vision.

Standard 6

Candidates are assessed on their ability to act as informed consumers of educational theory and concepts appropriate to school context and to explain how the legal and political systems and institutional frameworks of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.

3. A brief analysis of data findings

4. Interpretation of how data provide evidence for meeting standards

Data will be collected during the summer 2009 in the Tk20 system and reported in June 2010.

5. ATTACHMENT (A)

Assessment 2 (required) – Assessment of Content Knowledge in Educational Leadership
Assessment Tool or Description of the Assignment
Vision Essay

Instructions for Candidates

The purpose of this essay is to demonstrate your content knowledge in development of a school vision, articulating and communicating a school vision, and implementing and stewarding a school vision. As part of that knowledge you will also demonstrate your ability to understand learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.

School principals are leaders who function in many roles to meet the diverse needs of individuals and groups in an increasingly complex society and a rapidly evolving world. To lead effectively, school principals must be prepared with the knowledge, skills and dispositions necessary to create an environment that promotes human potential in terms of learning and citizenship. Being an agent of change to advocate for success for all learners is a key aspect of school leadership. According to Collins (2001), *an effective leader catalyzes commitment to and vigorous pursuit of a clear and compelling vision, stimulating higher performance standards (p. 20).*

Part of the foundation of your essay will be leadership studies including the work of Kouzes & Posner (2007), *The Leadership Challenge*. Their research discusses *The Five Practices of Exemplary Leadership: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable others to Act and Encourage the Heart (p.14)*. Your essay will integrate these practices as the school principal in inspiring a vision, leading others, challenging the status quo and motivating and supporting others through modeling positive and ethical behaviors to enhance organizational effectiveness and student achievement.

The vision paper is an essay designed to primarily address ELCC Standards 1, 3, and 6 and incorporates your vision for learning supported by the community and also provides a philosophical foundation to your work as an educational leader. As you consider writing your vision paper you will want to reflect on issues of organizational development that were discussed in class as well as the ELCC standards which will help to frame your essay. Relevant organizational theories are referenced in your paper to support your vision (use APA style for all citations and include a reference page at the end of the paper). You will rework this essay several times while you are in the program as you learn more about educational leadership through courses and the internships. The essay is typically fifteen pages and provides a comprehensive description of your vision for a school. You will be assessed on your ability to do the following:

1. Develop a comprehensive vision for learning in your school in the context of school and leadership processes necessary to implement the vision, and base your vision on relevant theories. (Standard 1.1)
2. Consider issues of diversity in your vision and the connection to larger cultural and social change issues. (Standard 1.1)
3. Discuss how you will include data-based strategies in your vision. (Standard 1.2)

4. Include how you will involve community members in the realization of the vision and in school related improvement efforts. (Standard 1.5)
5. Consider how you will bring together the resources of family members and community to positively affect student learning. (Standards 4.1, 4.2, 4.3)
6. Discuss how you will formulate initiatives for motivating staff, students and families to achieve the school's vision.(Standard 1.3)
7. Include how you will communicate about building the vision, monitoring the vision, evaluating the vision, and revising the vision. (Standards 1.4)
8. Consider the school culture and social context of the school and how you will assess and capitalize on the school's diversity. (Standard 2.1)
9. Discuss how you will manage the organization by applying principles of organizational development and management, including research and data-driven decision-making with attention to equity, effectiveness and efficiency. (Standard 3)
10. Include how you will act as an informed consumer of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context. (Standard 6.1)
11. Consider how you will explain the legal and political systems and institutional frameworks of schools that have shaped a school and community, as well as the opportunities available to children and families in a particular school. (Standard 6.1)

DEVELOPMENT OF VISION

As you progress through the program and participate in field experiences and other courses, you will be asked to revisit and revise your vision and philosophy, and by the end of the program you will submit a final version as part of your leadership portfolio. In this final version, you will be asked again to revise and extend your vision to a deeper level given your new perspectives based on new knowledge and fresh experiences. One of the components of the final vision essay will be a reflective activity to contrast your thinking between your original essay and your final version.

ATTACHMENT B
Assessment 2 (required) – Assessment of Content Knowledge in Educational Leadership
Scoring Guides for the Assessment
Vision Essay

VISION AND PHILOSOPHY PAPER
SCORING GUIDE

STUDENTS'S NAME _____ **DATE** _____

COMPLETED BY:

o KSC FACULTY _____

STANDARD	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)
<p>ELCC STANDARD 1.1, 6,1</p> <p>DEVELOPMENT OF A VISION/CONNECTION TO A LARGER CONTEXT</p>	<p>Educational leadership theories are not referenced or are incorrectly stated; vision lacks awareness of the diversity of learners and the pluralistic nature of today's schools. Essay does not clearly or completely address the larger context (e.g., legal, political, cultural, social systems) in the articulation of the school vision for success of all learners.</p>	<p>Essay includes at least two relevant theories that inform the vision; essay recognizes the diversity of learners and their families and includes concrete plans for advancing their learning and development while being sensitive to larger social and cultural differences. Essay addresses the larger context (e.g., legal, political, cultural, social systems) in the articulation of the school vision for success of all learners.</p>	<p>Essay is written with engaging style and sophisticated language; at least two relevant theories are referenced and connected to emerging philosophies of education; concrete and creative plans for engaging diverse learners and their families are described; larger social and cultural differences are clearly in focus. Essay provides a complete review of how the larger context (e.g., legal, political, cultural, social systems) impacts the articulation of the school vision for success of all learners and integrates this throughout the text, not isolating the description in the essay.</p>

<p>ELCC STANDARD 1.2, 1.5, 4.1, 4.2, 4.3</p> <p>ARTICULATION OF A VISION/INVOLVEMENT OF COMMUNITY</p>	<p>Essay does not recognize need for using data sources to inform development of vision and does not recognize the important leadership processes and community stakeholders necessary to the implementation and articulation of a vision and the success of all students in a school.</p>	<p>Essay reflects need for using sources of data to articulate components of vision and recognizes the important leadership processes necessary to the articulation of a vision including ways to involve community member in the visioning process. Essay also considers the community resources and interests necessary to developing systems that will foster success for all students in the context of the vision. At least two ways to mobilize the community around a school vision are integrated into the essay.</p>	<p>Essay reflects need for using multiple sources of data to articulate components of vision and recognizes the important leadership processes necessary to the articulation of a vision including a comprehensive description of ways to involve community members in the visioning process. In an all-inclusive way, the essay also describes the community resources and interests necessary for developing systems that will foster success for all students in the context of the vision. Two or more ways to mobilize the community around a school vision are integrated into the essay.</p>
<p>ELCC STANDARD 1.3</p> <p>IMPLEMENTATION OF A Vision</p>	<p>Essay did not include a preliminary plan or processes for how to implement the vision or identify ways to motivate staff to engage in the mission.</p>	<p>Essay includes a preliminary plan and describes some of the processes necessary for implementation of the vision. Two ways to motivate staff to engage in the mission are described.</p>	<p>Essay includes a well thought out plan and describes some of the processes necessary for implementation of the vision including the connection to standards, assessment, and curricular issues. At least two ways to motivate staff to engage in the mission are described.</p>

<p>ELCC STANDARD 1.4</p> <p>STEWARDSHIP OF A VISION</p>	<p>Essay does not reflect an understanding of the role effective communication skills play in building a shared commitment to the vision. Student was unable to design or reference a system to use data-based research strategies to regularly monitor, evaluate, and revise the vision. Student assumes stewardship of the vision through only one method.</p>	<p>Essay demonstrates an understanding of the role effective communication skills play in building a shared commitment to the vision. Student was able to design or adopt a system to use data-based research strategies to regularly monitor, evaluate, and revise the vision. Student assumes stewardship of the vision through a few methods.</p>	<p>Essay demonstrates an exemplary understanding of the role effective communication skills play in building a shared commitment to the vision. Student was able to design or adopt a system to use data-based research strategies to regularly monitor, evaluate, and revise the vision. Student assumes stewardship of the vision through a variety of methods.</p>
<p>ELCC STANDARD 2.1</p> <p>PROMOTE A POSITIVE SCHOOL CULTURE</p>	<p>Essay fails to articulate an awareness of the importance of the context of the school in assessment or improvement of school culture in the context of the vision.</p>	<p>Essay reflects recognition of the social context of the school and describes ways to assess the school culture that are sensitive to this context in the context of the vision.</p>	<p>Essay describes multiple methods of assessment and continuous improvement of school culture that are clearly grounded in the context of the school and the vision articulated.</p>
<p>ELCC STANDARD 3.1</p> <p>MANAGE THE ORGANIZATION</p>	<p>Vision essay describes organizational management in broad terms, not referencing research in or principles of organizational development.</p>	<p>Vision essay references principles of organizational development and describes approaches to the vision of the school that are likely to maximize effective time management.</p>	<p>Vision essay references several principles of organizational development and clearly connects them to action plans that will maximize effective time, fiscal, and human resources.</p>

PROFESSIONAL AND TECHNICAL WRITING	Headings and subheadings are not used in text (if appropriate). Transitions between sections and paragraphs are limited. Several sentences are confusing and lack clarity and conciseness. Several errors noted including typos, grammar, spelling, and organization. Several APA style errors in text.	Headings provided and use of subheadings is evident where appropriate. Transitions between sections and paragraphs provided in most cases. Sentences approach concise language and are clearly written. Minor errors and typos noted in grammar, spelling, and organization. Minor APA errors in text that can be easily fixed.	Headings provided and subheadings used in a logical way. Transitions between sections and paragraphs evident. Sentences are concise and clearly written to convey information in an economical way. Almost no errors and typos noted in grammar, spelling, and organization. Almost no APA errors in text.
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Y N PAPER IS DOUBLE-SPACED, 12 POINT FONT

Y N LENGTH IS APPROPRIATE FOR THIS SECTION (VARIABLE DEPENDING ON PROJECT)

Y N PAGES ARE NUMBERED

Y N CITATIONS ARE CONSISTENT AND REFLECT APPROPRIATE APA FORMAT (USING THE APA GUIDELINES HANDED OUT IN CLASS)

Overall Score on Vision Essay: _____/21

Needs Improvement (0-13); Meets Expectations (14-17); Exceeds Expectations (18-21)

ATTACHMENT C
Assessment 2 (required) – Assessment of Content Knowledge in Educational Leadership
Data Derived from Assessment
Vision Essay

Data will be collected in Summer/fall 2009 and reported in Tk20 assessment system.