*This assessment is currently under development for use in the
redesigned Educational Leadership Program*
Possible Implementation in Spring 2010
(May be used for Assessment 5 after review of Employer Survey work)

Assessment 5/8 (required) – Assessment of Ability to Support Student Learning and Development
Section IV – Evidence for Meeting Standards
Data Driven Instruction Project

1. Description of the assessment and use in the program

Description of the Assessment

The Data Driven Instruction Project to Improve Student Learning is an Action Research Project which provides the opportunity to deal with an authentic school issue with the ultimate goal of making positive change occur. Inquiry and discussion are key components of the process leading to the reflective process. Action Research is a cycle of posing questions, gathering data, deciding on a course of action to improve and reflection. In short, Ferrance (2000) *"Action Research is people working to improve their skills, techniques and strategies"* (p.3).

In this project, candidates will apply principles of effective instruction to improve instructional practices and curricular materials by identifying and defining an authentic school-based issue/problem that impacts student learning and development. Once identified, the candidate will review and report on professional literature related to the issue and highlight educational theories that connect to the issue. The next step for the candidate will be to demonstrate that ability to apply appropriate research methods in a school context and utilize data to improve student learning and development with staff and community. The ultimate goal of the project is to make recommendations regarding the design, implementation, and evaluation of a curriculum that increases student achievement.

Use in the Program

This project will be completed in the third semester of the program in EDUCEL 655: Curriculum Management: Using Data to Transform Schools. This project will be a critical assessment for the candidate to demonstrate the ability to identify an issue, address the issue, use appropriate educational theories and concepts to explain the issue, develop a data plan for the issue and implement a school improvement process to improve student learning.

This project continues to build on previous coursework, school re-design literature, leadership and group process skills, the ability to develop and manage data leading to school improvement, the ability to communicate with staff and community, and the ability to enhance curriculum. As much as reflection is a part of Action Research, the candidate will be asked to reflect on this project and process in terms of the standards and professional growth. The assignment is then entered into the portfolio.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III
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The assessment has been created in direct alignment to **ELCC standards 2, 3, 4, and 6** to reflect the extent of content knowledge across standards.

Standard 2
Candidates are assessed on their ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.

Standard 3
Candidates are assessed on their ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with organizational vision.

Standard 4
Candidates are assessed on their ability to demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.

Standard 6
Candidates are assessed on their ability to act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate that ability to apply appropriate research methods to a school context. Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.

3. A brief analysis of data findings
4. Interpretation of how data provide evidence for meeting standards

Data will be collected during the 2009-2010 academic year and reported in June 2010 in the Education Department TK20 system.

5/8. ATTACHMENT (A)
Assessment 5/8 (required) – Assessment of Ability to Support Student Learning and Development
Assessment Tool or Description of the Assignment
Data Driven Project to Improve Student Learning

Instructions for Candidates

DATA DRIVEN PROJECT PLAN TO IMPROVE STUDENT LEARNING
GUIDELINES

PRELIMINARY DRAFT OF ASSIGNMENT

The following assignment follows action research techniques. Below you will find the goals of the project as well as components. Action Research is a methodology which provides the opportunity to deal with an authentic school issue with the ultimate goal of making positive change occur. Inquiry and discussion are key components of the process leading to the reflective process. Ferrance (2000) "Action Research is a cycle of posing questions, gathering data, deciding on a course of action to improve and reflection." (p.2) In short, Ferrance (2000) "Action Research is people working to improve their skills, techniques and strategies*"* (p.3).

PROJECT GOALS

1. To apply principles of effective instruction to improve instructional practices and curricular materials. (ELCC Standard 2)
2. To apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process. (ELCC standard 2)
3. To identify and define an authentic school-based issue/problem that impacts student learning and development. (ELCC Standard 2)
4. To review and report on professional literature related to the issue and highlight educational theories that connect to the issue. (ELCC Standard 6)
5. To act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate that ability to apply appropriate research methods to a school context. (ELCC Standard 6)
6. To demonstrate that ability to apply appropriate research methods in a school context
 by utilizing data to improve student learning and development. (ELCC Standard 3)
7. To demonstrate an understanding of and ability to use community resources to enhance curriculum. (ELCC Standard 4)
8. To demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs. (ELCC Standard 2)
9. To reflect on the research and project for continued student improvement.

COMPONENTS OF PROJECT

Part I: Introduction to the Topic of the Project (1 page)

- § A good topic must be clear, interesting, significant and researchable.
- § Identify and define an authentic school-based issue/problem that impacts student learning and development.

Part II: Definition of the Problem and Brief Literature Review (2-3 pages)

- § Brief review of literature
- § Describe the educational theories and concepts appropriate to the school context.
- § Report the national, state and local perspectives

Part III: Essential Questions (2-3)

1. How can professionals in educational settings work collaboratively with students, families and community members to improve the quality of education for all students?

2. How can faculty and staff work with data to improve the instructional program?

3. How can the school and community work together with data to improve school climate, student success and/or higher achievement?

Part IV: Action Plan (3-5 pages)
Your action plan provides an overview of the project and describes how you will approach your research questions. It will include the following questions:

How will you collect data?
How will you organize the data?
How will you analyze and interpret the data?
How will you manage the professional conversations about the data?
How will you engage the staff in the conversation?
How will you engage the community in the conversation?
How will you lead the conversations for program improvement?
How will you evaluate the project?
How will you reflect on the project?

Part V: Project Outcomes (2-4 pages)

What were the outcomes based on the data and the conversations?
What recommendations and suggestions came from working with staff?
What outcomes were recommended by community?

Part VI: Summary and Reflections (2 pages)

Assessment 5 (required) – Assessment of Ability to Support Student Learning and Development
Scoring Guides for the Assessment
Data Driven Project to Improve Student Learning

DRAFT SCORING GUIDE- CONNECT TO ASSIGMENT

DATA DRIVEN INSTRUCTION PROJECT
SCORING GUIDE

STUDENTS'S NAME_____   DATE_____

COMPLETED BY:

o KSC FACULTY _____

COMPONENT	NEEDS IMPROVEMENT (1)	MEETS EXPECTATIONS (2)	EXCEEDS EXPECTATIONS (3)
ELCC STANDARD 2.2 **PROVIDE EFFECTIVE INSTRUCTIONAL PROGRAM**	Project does not recognize principles of effective instruction nor the need to accommodate diverse learners.	Project describes plans to improve instructional practices and curricular materials through use of data collection methods that reference principles of effective instruction	Project plans for improvement and on-going engagement in evaluation of instructional practices and curricular materials that fully accommodates learners' diverse needs through use of data collection methods that that clearly reference principles of effective instruction
ELCC STANDARD 2.3 **APPLY BEST PRACTICES TO STUDENT LEARNING**	Project does not mention current theories of human development or approaches to assisting teachers in the improvement of student learning	Project applies theories of human development, learning and motivation in the development and implementation of curriculum that enhances student learning	Project applies current theory based best practices in the enhancement and improvement of student learning to assist teachers in developing curriculum that applies these practices
ELCC STANDARD 3.2 **MANAGE THE OPERATIONS**	Project makes little mention of staff involvement or data collection for improving curriculum	Project includes plans for involving staff in collecting and utilizing data to design, implement, and evaluate a curriculum that enhances student learning	Project clearly articulates staff involvement in multiple aspects of data collection to design, implement, and evaluate a curriculum that fully accommodates learners' diverse needs
ELCC STANDARD 4.3 **MOBILIZE COMMUNITY RESOURCES**	Project does not mention the use of community resources	Project describes plans to gather data about existing community resources that can be used to enhance curriculum	Project clearly describes multiple methods of engaging the community and its resources to enhance the curriculum and support student achievement
ELCC STANDARD 6.1 **UNDERSTAND**	Project does not take into account current educational theories and concepts, such	Project connects theories and concepts that are appropriate to the school context to plans for	Project makes clear connections between current research and thinking on learning theory, social

THE LARGER EDUCATIONAL CONTEXT	as the importance of data collection, in observing classroom instruction	observation and supervision of classroom instruction	justice promotion, and cultural diversity and classroom instructional approaches
ELCC STANDARD 6.3 **INFLUENCE THE LARGER EDUCATIONAL CONTEXT**	Project does not include plans to communicate with the school community about curriculum or assessment plans	Project includes plans for on-going communication with the larger school community about curricular design and assessment plans	Project clearly articulates a communication strategy for engaging the community in on-going assessment of the curriculum with sensitivity to the local context
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.

Overall Score on Case Study: _____ /???

Needs Improvement (0-9); Meets Expectations (10-12); Exceeds Expectations (12-15)

Data will be collected during the spring 2010 academic year and reported in June 2010.