*This assessment is currently under development for use in the redesigned Educational Leadership Program*
*Implemented in Fall 2010*

**Assessment 7 (required) – Assessment of Ability in Organizational Management and Community Relations**
Section IV – Evidence for Meeting Standards
*Intervention Plan for School and Community Relations*

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

*Description of the Assessment*
The School Intervention Plan for School and Community Relations is a data-driven project conducted by the candidate under the supervision of the mentor and college professor. The plan will be discussed during internship seminars, site visits and through individual communication. The candidate will receive frequent feedback from the professor during the semester.

The candidate will demonstrate the ability to optimize the learning environment for all students by applying models and principles of organizational development and management, including research and data-driven decision making with attention to factors of equity, effectiveness and efficiency. The candidate will also develop a plan of action for effective organization and management of resources giving priority to student learning, safety, curriculum or instruction. One focus of the plan will be to bring together resources of family members and the community to positively affect student learning while reaching out to business, religious, political and service organizations as needed.
The steps of the plan are: 1. Select and define an issue which needs improvement, 2. Investigate and research the issue (3-5 page report), 3. Identify research tools, 4. Develop an action plan, and 5. Implement and evaluate the program.

*Use in the Program*
This assessment is used in the program to demonstrate the candidate's ability to manage operations; set priorities; use appropriate needs assessment, research based data, data-driven decision-making, and group process skills; collaborate with families and community members; develop outreach aimed at business, religious, political and service organizations in order  to solve school problems; and achieve school goals.

This plan builds on four previous semesters of coursework, seminars and field work and is in the first semester of Internship: EDUCEL 696. The plan emanates in part from the study of school leadership, the visioning process, effective schools research, the school and community context in EDUCEL 652: Budget, Facilities and Safe Schools, and legal issues studied in EDUC 64: School Law.

## 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 3, 4, 5, 6**

Standard 3

Students are assessed on their ability to manage the organization including research and data-driven decision making. They are assessed on their use of effective needs assessments and group process skills to build consensus. Candidates are assessed on problem-solving skills and knowledge of strategic and operational planning.

Standard 4
Students are assessed on their ability to bring together the resources of family members and the community to positively affect student learning while developing various methods of outreach aimed at business, religious, political and service organizations.

Standard 5
Students are assessed on their ability to demonstrate a respect for others with regard to confidentiality and dignity, and to engage in honest interactions.

Standard 6
Students are assessed on their ability to apply appropriate research methods to a school context while communicating with members of the school community in advocating for adoption of improved policies and practices.

**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.

**Assessment 7 (required) – Assessment of Ability in Organizational Management and Community Relations**
Section IV – Evidence for Meeting Standards
**Assessment Tool or Description of the Assignment**
*Intervention Plan for School and Community Relations*

### INTERVENTION PLAN FOR SCHOOL AND COMMUNITY RELATIONS
#### ASSIGNMENT GUIDELINES

#### INTRODUCTION

The Intervention Plan for School and Community Relations is a data-driven project conducted by the candidate under the supervision of the mentor and college professor. The plan will be discussed during internship seminars, site visits and through individual communication. The candidate will receive frequent feedback from the professor during the semester.

The candidate will demonstrate the ability to optimize the learning environment for all students by applying models and principles of organizational development and management, including research and data-driven decision making with attention to factors of equity, effectiveness and efficiency. The candidate will also develop a plan of action for effective organization and management of resources giving priority to student learning, safety, curriculum or instruction. One focus of the plan will be to bring together resources of family members and the community to positively affect student learning while reaching out to business, religious, political and service organizations as needed.

Examples of a plan are: leading a project in data-driven decision-making in curriculum, instruction, behavior management, school safety, school improvement, school climate or community partnerships.
The outcome of the plan is to address a school issue which includes family, community or community partnerships. Some possible outcomes of the plan could be a behavior support plan, Responsive Classroom practices, homework support for students and/or parents, an after- school program, a before-school program, student collaboration with a service organization, an adult literacy program, a technology team for the school/district, a teacher internship program in a local business, adults tutoring in school or students tutoring in the community.

#### INTERVENTION PLAN FOR SCHOOL AND COMMUNITY RELATIONS

Part 1. Select and define an issue related to school and community relations which needs improvement (ELCC Standards 3, 4, 6) (1-2 pages)
1. From issues that have been discussed at faculty meetings, school improvement teams, on-site teams, PTA meetings, Rotary Club, Lions Club or suggested by the superintendent or principal, decide on an issue in collaboration with your mentor and college professor.
2. Form your essential questions: (samples)
    A. How can professionals in educational settings work collaboratively with students, families and community members to improve the quality of education for all students?
    B. How can the school and community develop strategic partnerships to improve student success?

.                              C.  How can the school and community work together with data to improve curriculum, instruction, behavior management, school safety, school improvement, school climate or community partnerships?

Part II. Investigate and research the issue (3-5 page report) (ELCC Standards 4, 6)
Research literature on the issue and prepare a three-five page research report with your findings.
Is this issue global, national, state and/or local?

Part III. Identify research tools (ELCC Standard 3) (1-2 pages)
        1. What instruments will you develop or need?
        2. What type of data collection will you use?
        3. How will you analyze the data?

Part IV. Develop an action plan (ELCC Standards 3, 4, 5, 6) (1-2 pages)
        1.   How will you manage the conversations about the data?
        2.   How will you engage families in the conversation?
        3.   How will you engage the community in the conversation?
        4.   How will you engage local organizations in the conversation?
        5.   How will you form the action plan?

Part V. Implement and evaluate the program (ELCC standards 3, 4, 6) (1-2 pages)
        1.   How will you engage families and community in the implementation?
        2.   How will you monitor feedback and make revisions as possible?


In each part of the plan, respond to the questions with descriptions of the process or product. Be sure to put items such as your survey instruments or minutes of meetings in the appendix. The final plan will be included in your Leadership Portfolio.

**Assessment 7 (required) Assessment of Ability in Organizational Management and Community Relations**

**Scoring Guide for the Assessment**
*Intervention Plan for School and Community Relations*

# SCHOOL INTERVENTION PLAN FOR SCHOOL AND COMMUNITY RELATIONS
SCORING GUIDE

**DRAFT RUBRIC**

| Standards Assessed by Assessment # 7 | Unacceptable (Does Not Meet Expectations) 1 | Target (Meets Expectations) 2 | Exemplary (Exceeds Expectations) 3 |
|---|---|---|---|
| 3.1 Manage the Organization | Plan does not describe an effective plan of action for organization and management. | Plan describes a plan to apply principles of organizational development including research and data-driven decision making. | Plan describes a system of effective organization and management to deploy financial and human resources that promote student success. |
| 3.2 Manage Operations | Plan does not describe interaction or involvement with the staff or community | Plan describes a plan to build consensus, communicate and resolve conflicts in order to align resources with staff and community | Plan clearly describes a program of on-going communication and collaboration with staff and community |
| 3.3 Manage the resources | Plan makes no mention of researching or using problem-solving skills and operational planning in aligning resources | Plan describes a process to problem-solve, align resources and seek new resources | Plan clearly describes multiple approaches to gathering resources that can enhance the curriculum and support student achievement |
| 4.1 Collaborate with families and other community members | Plan does not describe any plans for communication with families or community members | Plan describes ways to utilize public information to communicate with stake-holders such as families and community members about important trends | Plan describes ways to utilize public information and research-based knowledge of ideas and trends to understand the issues ripe for collaboration with families and community members |
| 4.2 Respond to community interests and | Plan does not describe any approaches to gathering information about or responding to community | Plan describes multiple ways to gather information about community interests and needs and connects those data | Plan clearly describes multiple ways to gather information about community interests and needs; data are |

| needs | needs and interests | to issues that are important to the community | connected to a program of responses to issues that are important to the community |
|---|---|---|---|
| 4.3 Mobilize community resources | Plan does not describe any approaches to gathering information about or using school and community resources | Plan describes multiple ways to gather information about school and community resources to solve school problems and achieve school goals | Plan clearly describes multiple ways to gather information about school and community resources to solve school problems and achieve school goals |
| 5.1 Acts with integrity | Plan makes no mention of ground rules for discussing ground rules for meetings | Plan discusses the need for confidentiality, respect for others and honest interactions with dignity | Plan clearly describes the need for confidentiality, discussion with dignity, respect for others and honest interactions with others |
| 6.1 Understand the larger context | Plan does not describe any educational theory or appropriate research methods to a school context | Plan describes educational theory and an appropriate research method to a school context | Plan describes multiple educational theories and appropriate research methods to a school context |
| 6.2 Respond to the larger context | Plan does not describe any process to communicate with members of the school and community concerning trends, issues and potential changes in the environment | Plan describes ways to communicate with members of the school and community concerning trends, issues and potential changes in the environment | Plan describes multiple ways to communicate with members of the school and community concerning trends, issues and potential changes in the environment |
| 6.3 Influence the larger context | Plan does not include students, parents and other members of the community in advocating for adoption of improved practices and policies | Plan includes engaging students, parents and other members of the community in advocating for adoption of improved practices and policies | Plan includes multiple ways to engage students, parents and other members of the community in advocating for adoption of improved practices and policies |

Overall Score: _____/30

Needs Improvement (0-17); Meets Expectations (18-24); Exceeds Expectations (24-30)

**ATTACHMENT C**
**Assessment 2 (required) – Assessment of Content Knowledge in Educational Leadership**
**Data Derived from Assessment**
*Intervention Plan for School and Community Relations*

Data will be collected during in fall 2009 academic year and reported in June 2011.