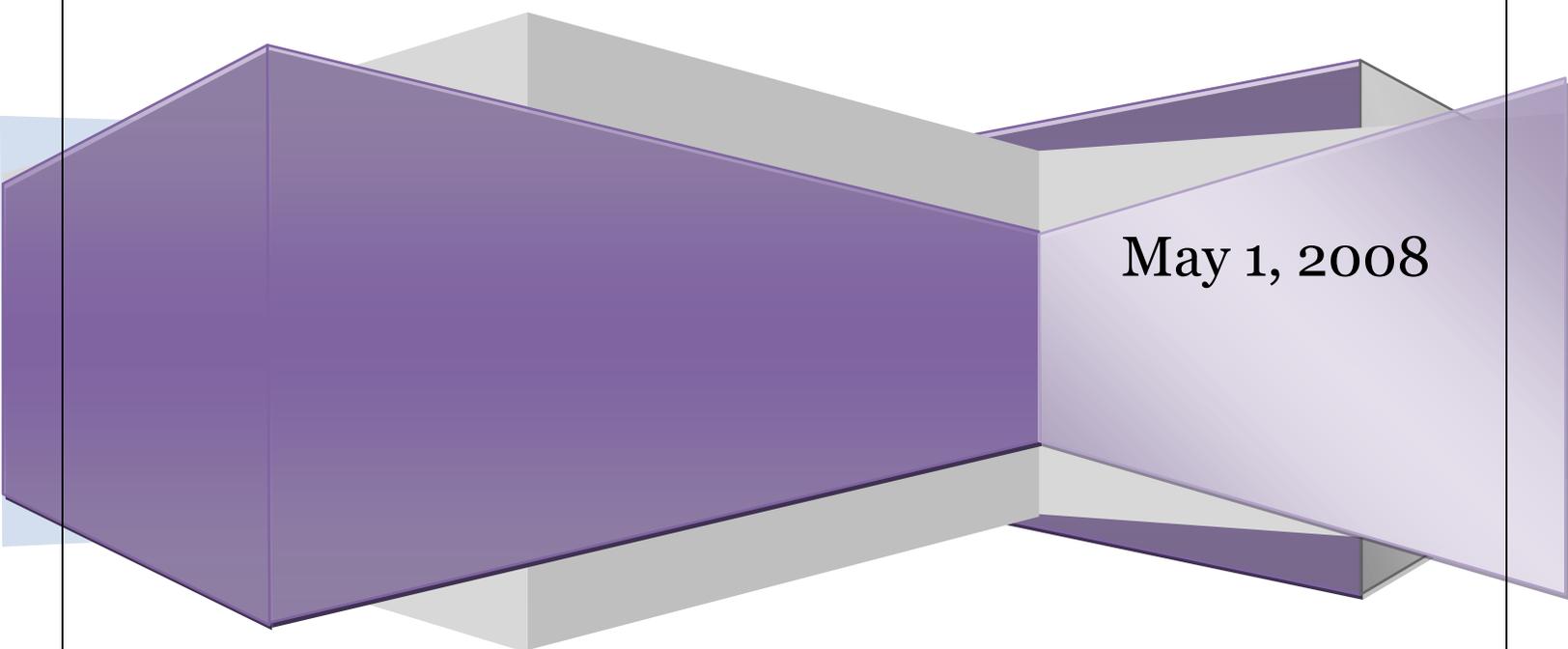Kentucky Cohesive Leadership System

Continuum for Principal Preparation and Development

May 1, 2008

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Kentucky Cohesive Leadership System
Continuum for Principal Preparation and Development

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Introduction

Each year between 200 to 250 first-year principals enter our schools and an additional eighty-plus principals are new to their school. With each academic year, an opportunity exists to introduce a new leadership generation to public and private education systems. Intentional succession planning, early identification of those with leadership potential through the work of school leadership teams and the development of a world-class principal preparation program are necessary for Kentucky to provide high quality school leaders in every school for every child.

The stakes have never been higher for school leadership. School leaders, both in day-to-day practice and in high and low performing schools, must constantly focus their attention and efforts on teaching for understanding, improving student achievement, and closing achievement gaps.

Strong instructional leaders are needed in all our schools, especially those that face the greatest challenges. The work of the Kentucky Cohesive Leadership System Continuum Design Team has been to respond to the expectations of our stakeholders and to meet the needs for tomorrow's 21st Century school leaders.

In April 2005, Kentucky began to take a serious look at the status of principal preparation programs in the Commonwealth. A Leading Change Conference was held resulting in a set of recommendations for redesigning principal preparation. Kentucky's State Action Education Leadership Project (SAELP) and Jefferson County's Leading Education Achievement in Districts (LEAD) Project, now known as the Kentucky Cohesive Leadership System (KyCLS), funded by the Wallace Foundation, used these recommendations to facilitate discussions with stakeholders on how to best prepare Kentucky's public school leaders. SAELP/LEAD and now KyCLS have worked with the Commonwealth Collaborative of School Leadership Programs (CCSLP) in conjunction with the Education Professional Standards Board (EPSB), the Council on Postsecondary Education (CPE) and the Kentucky Department of Education (KDE) to determine how to best improve principal preparation. These discussions resulted in many of Kentucky's education leadership groups and government/business/civic and community partners sharing their expertise, research, survey data, and recommendations about what school leaders need to know and be able to do to lead schools in the 21st Century.

January 31, 2006, a Principal Redesign Summit was held in Frankfort, Kentucky with some seventy (70) stakeholders representing thirty-three (33) stakeholder groups in breakout sessions facilitated by the Council of Chief State School Officers (CCSSO), National Association of State Boards of Education (NASBE), National Council of State Legislatures (NCSL), and the National Governor's Association (NGA) to discuss the elements of principal redesigned programs. In the fall of 2006, House Joint Resolution 14 (HJR 14), sponsored by Rep. Jon Draud (current Commissioner of Education), provided the needed legislative support to move this work forward. From October 2007 through March 2008, The New York Times, Wallace Foundation, Kentucky Association of School Administrators, and the Kentucky Chamber of Commerce sponsored eight Regional Linking Leadership to Learning Town Hall Meetings inviting colleagues from P-12 education, higher education, business and government to explore the roles and responsibilities of school leaders in the 21st century, the responsibility of the

Commonwealth to prepare principals and the conditions necessary for principals to lead schools in meeting proficiency for all students by 2014. From this feedback, a Statewide Linking Leadership to Learning Meeting was held in conjunction with the Kentucky Teaching and Learning Conference. The panel of experts representing CCSSO, Kentucky Prinicpals, EPSB, Southern Regional Education Board (SREB), National Association of Secondary School Principals (NASSP), and the Kentucky General Assembly responded to questions based on feedback and recommendations from the regional meetings. It was facilitated by *New York Times Reporter,* Joseph Berger.

The Kentucky Cohesive Leadership Continuum Design Team has met monthly since April 2007, to create this document and will continue to work collaboratively throughout the coming year to further the continuum to include beginning, experienced and retiring school leadership indicators and professional growth and development experiences to ensure a career of high quality leadership for all Kentucky's children. As a result of this collaboration; the discussions, feedback and support of national, state and local partner organizations, the Principal Redesign Summit, HJR 14, and the Linking Leadership to Learning Town Hall Meetings, the challenges faced by today's school leaders and how they need to be prepared for the job are now more fully understood.

In redesigning principal preparation program curriculum and field experiences, our work was focused on:
1) Better preparing school leaders to build a school environment where students can reach proficiency by 2014 and beyond;
2) Providing leaders an opportunity to build knowledge, skills and abilities that can be used within and beyond the school;
3) Developing a new pool of future leaders for Kentucky; and
4) Designing curriculum, instruction and assessments for aspiring principals that reflect a nontraditional research-based, best practice clinical model.
5) Linking the Interstate School Leaders Licensure Consortium (ISLLC 2008) standards, the state's regulatory requirements, and research-based best practices into a single coherent, manageable approach for school leadership development,
6) Equipping aspiring school leaders with new information, resources and professional growth opportunities and experiences to thrive in this increasingly complex, accountable and demanding role, and
7) Developing partnerships between higher education faculties and successful practitioners with input from other education colleagues to co-design and co-deliver instruction and field experiences supported by resources and proven successful practices focused on leadership development.

These expectations together with the demands of the No Child Left Behind Act (NCLB), the Kentucky Educational Reform Act (KERA), and the Education Leadership Redesign Task Force have led us to the development of the Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development. This document will be the driving force in developing world-class leadership preparation programs for Kentucky's kids. The implementation of the dimensions, functions, indicators, exemplar modules, anchor assessments and assessment rubrics in this document will provide aspiring principal candidates with the knowledge, skills and behaviors to become highly effective instructional leaders that serve the children of the Commonwealth from a cutting-edge, research-based approach.

KyCLS Leadership Continuum for Principal Preparation and Development

Statewide Understandings

NON-NEGOTIABLES

- KyCLS Leadership Continuum Dimensions, Functions, and Principal Indicators
- Anchor Assessments
- Capstone Projects
- State Assessments

CURRICULUM

- Designed through university and district partnerships
- Exemplars developed by Kentucky Cohesive Leadership Continuum Principal Preparation and Development Design team serve as exemplar modules and field experiences based on program content

ASSESSMENTS

State Assessments
- KYPT
- SLLA (alternative assessments being considered)
- Anchor Assessments developed by the KyCLS Leadership Continuum Design Team
- Capstone Project

CONTINUOUS ASSESSMENT (NCATE Requirements)

Admission (See task Force Recommendation)
Mid-Program
Completion

Principal Preparation and Development Document

Kentucky Cohesive Leadership System Continuum

Focusing on student achievement and the principal as instructional leader, this guide was created in collaboration with each of the principal preparation institutions, school and district administrators, representatives from the Kentucky Department of Education, Education Professional Standards Board, Kentucky Education Association, Kentucky Association of School Administrators, Kentucky Leadership Academy, Southern Regional Education Board, Appalachian Regional Comprehensive Center, Vanderbilt University, the Council on Postsecondary Education and Kentucky School Boards Association. Course work, clinical experiences through stimulation, and field work are included throughout the modules. The content guide contains elements of what all the programs will teach in relation to what aspiring principals should know and be able to do to enhance student learning. The structure was developed around moral leadership, student learning and democracy (or distributed leadership).

Preparation and Support for the Next Generation of Kentucky's School and District Leaders

Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development	
ISLLC Standards **Interstate School Leaders Licensure Consortium**	**Dimensions and Functions for School Leaders**

A school administrator is an educational leader who promotes the success of all students by becoming a:
 	
• **VISIONARY LEADER –** facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
• **CURRICULAR LEADER –** advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
• **MANAGERIAL LEADER –** ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
• **CULTURAL LEADER –** collaborating with families and community members, responding to diverse community interests and needs, mobilizing community resources.
• **ETHICAL LEADER –** acting with integrity, fairness, and in an ethical manner.
• **POLITICAL LEADER –** understanding, responding to, and influencing the larger political, social, legal, and cultural context.
	Overarching Capacity: *Principal Dispositions*
	
	Dimension 1. *Leading Teaching and Learning*
	  Function: 1.1 Curriculum
	  Function: 1.2 Instruction and Learning Interventions
	Dimension 2. *Assessing the Instructional Program and Monitoring Student Performance*
	  Function: 2.1 Assessment
	  Function: 2.2 Data Driven Decision-Making, Monitoring Student Learning and Ensuring Accountability
	Dimension 3. *Securing and Developing Staff*
	  Function: 3.1 Staff Selection
	  Function: 3.2 Personnel Evaluation
	  Function: 3.3 Work Conditions and Environment
	  Function: 3.4 Professional Development (PD)
	Dimension 4. *Building Culture and Community*
	  Function: 4.1 School Culture
	  Function: 4.2 Learning Communities for Students and Staff
	  Function 4.3 Professional Ethics
	Dimension 5. *Creating Organizational Structures and Operations*
	  Function: 5.1 Operational Vision and Mission
	  Function: 5.2 School Improvement Planning and Implementation
	  Function: 5.3 Functions and Procedures and Structures
	  Function 5.4: Legal Framework
	Dimension 6. *Leveraging Community Systems and Resources*
	  Function: 6.1 Family and Community
	  Function 6.2 District
	  Function 6.3 Policy Environment

Dispositions

The administrator believes in, values, and is committed to:

1. *The educability of and life-long learning for everyone;*
2. *Student learning as the fundamental purpose of schooling;*
3. *Making management decisions to enhance learning and teaching;*
4. *Schools operating as an integral part of the larger community;*
5. *Bringing ethical principles to the decision making process for the common good of the community;*
6. *The importance of continual engagement with families, community stakeholders, and other decision makers;*
7. *Education as key to opportunity and social mobility;*
8. *Being an advocate for the protection of student rights and the improvement of student opportunities.*

The following guide indicates the dimensions that address each disposition.

Disposition	Dimension 1	Dimension 2	Dimension 3	Dimension 4	Dimension 5	Dimension 6
1	X	X	X	X	X	X
2	X	X	X	X	X	X
3	X	X	X	X	X	X
4		X		X	X	X
5	X	X	X	X	X	X
6	X	X	X	X	X	X
7	X	X	X	X	X	X
8	X	X	X	X	X	X

Dimensions and Functions

Standards for School Leaders	Dimension 1. Leading Teaching and Learning	Aspiring Principal Indicators
ISLLC: 2, 3, 4 McRel: 4, 5, 7, 18, 21 SISI: 1, 2, 3, 7, 8 SREB: 2, 3, 4 Wallace Driver Behaviors: 2, 4, 7 Attributes of Successful Schools-Disciplined Process: Systems & Structure	Function: 1.1 Curriculum	1.1.a Understands the processes to align, audit, monitor, and evaluate curriculum 1.1.b Understands the design, purpose and analysis of curriculum maps and pacing guides that are aligned with Program of Studies, performance standards, and core content 1.1.c Understands how to design course schedule(s) and sequences that provide rigorous programs accessible by all students 1.1.d Understands the strategies and structures to support improvements in literacy and numeracy as the priority in a well rounded curriculum. 1.1.e Understands the importance of diversity in developing and implementing curriculum.
ISLLC: 2, 3, 4 McRel: 4, 5, 7, 18, 21 SISI: 1, 2, 3, 7, 8 SREB: 2, 3, 4 Wallace Driver Behaviors: 2, 4, 7 Attributes of Successful Schools – Disciplined PROCESS: Systems & Structure	Function: 1.2 Instruction and Learning Interventions Function: 1.2 Instruction and Learning Interventions cont'd	1.2.a Understands learning interventions to address skill deficits and learning needs of students. 1.2.b Understands the process of providing multiple opportunities to learn by regrouping students, re-teaching lessons, and modifying strategies based on formal and informal assessments. 1.2.c Understands appropriate use of varied research-based instructional strategies. 1.2.d Understands the appropriate use of technology in instructional settings.

Standards for School Leaders	Dimension 2. Assessing the Instructional Program and Monitoring Student Performance	Aspiring Principal Indicators
ISLLC: 2, 3, 4, 5, 6 McRel: 1, 3, 4, 5, 7, 18, 21 SISI: 1, 2, 3, 4, 6, 7, 8, 9 SREB: 2, 3, 4, 5, 12 Wallace Driver Behaviors: 2, 4, 6,7 Attributes of Successful Schools – Disciplined PURPOSE: Strategic Planning	Function: 2.1 Assessment	2.1.a Understands the connection between national, state, district, school and classroom assessments and their impact on curriculum and instruction. 2.1.b Understands how to use the results of multiple assessments to provide meaningful feedback on learning 2.1.c Understands, analyzes and applies school data to: Identify learning and achievement gaps Determine system, instructional, and student needs Develop a monitoring and improvement process for curriculum, instruction, evaluation, and professional development. 2.1.d Knows a variety of protocols to promote teacher collaboration in analyzing student work.
ISLLC: 2, 3, 4, 5, 6 McRel: 1, 3, 4, 5, 7, 18, 21 SISI: 1, 2, 3, 4, 6, 7, 8, 9 SREB: 2, 3, 4, 5, 12 Wallace Driver Behaviors: 2, 4, 6,7 Attributes of Successful Schools – Disciplined PURPOSE: Strategic Planning	Function: 2.2 Data-Driven Decision Making, Monitoring Student Learning and Ensuring Accountability	2.2.a Understands how to use data to prioritize decisions and drive change. 2.2.b Understands how to use assessment data to determine and address curricular gaps. 2.2.c Understands the importance of monitoring classroom assessments to inform instructional practice. 2.2.d Understands how to conduct and interpret research to improve student performance 2.2.e Understands how to be a good consumer of research 2.2.f Understands the need to identify and remove barriers to student learning

Standards for School Leaders	Dimension 3. Securing and Developing Staff	Aspiring Principal Indicators
ISLLC: 1, 2, 3, 4, 5, 6 McRel: 1, 2, 4, 6, 10, 14, 15, 17, 19, 20, 21, SISI: 4, 6, 7, 8 SREB: 4, 6, 9, 10, 13, 12 Wallace Driver Behaviors: 1, 3, 4, 5, 6 Attributes of Successful Schools – Disciplined PEOPLE: Quality Staff	Function: 3.1 Staff Selection	3.1.a Understands the dispositions, content knowledge and pedagogy of effective teachers. 3.1.b Understands methods of assessing the dispositions, content knowledge and pedagogy of teaching applicants. 3.1.c Understands the importance of aligning the staff recruitment and selection process with the diversity needs of the school, school mission, vision, and school improvement plan. 3.1.d Understands how to apply legal requirements, state and district personnel policies and procedures.
ISLLC: 1, 2, 3, 4, 5, 6 McRel: 1, 2, 4, 6, 10, 14, 15, 17, 19, 20, 21, SISI: 4, 6, 7, 8 SREB: 4, 6, 9, 10, 13, 12 Wallace Driver Behaviors: 1, 3, 4, 5, 6 Attributes of Successful Schools – Disciplined PEOPLE: Quality Staff	Function: 3.2 Personnel Evaluation	3.2.a Understands how to evaluate staff performance and plan professional growth of staff. 3.2.b Understands the Kentucky Teacher Standards and instructional best practices for use in personnel evaluation. 3.2.c Understands the components and legal requirements of formative and summative staff evaluation. 3.2.d Understands effective classroom observation techniques and teacher conferencing methods. 3.2.e Understands how to collaboratively develop professional growth plans based on instructional needs identified through the evaluation process.

ISLLC: 1, 2, 3, 4, 5, 6 McRel: 1, 2, 4, 6, 10, 14, 15, 17, 19, 20, 21, SISI: 4, 6, 7, 8 SREB: 4, 6, 9, 10, 13, 12 Wallace Driver Behaviors: 1, 3, 4, 5, 6 Attributes of Successful Schools – Disciplined PEOPLE: Quality Staff	Function: 3.3 Work Conditions and Environment	3.3.a Understands the effective use of instructional time and resources for effective learning. 3.3.b Develops effective methods for open communications between staff and administrators . 3.3.c Recognizes strategies of motivation, recognition, and rewards in sustaining and improving teacher performance. 3.3.d Understands the importance of professional relationships with and among school staff.
ISLLC: 1, 2, 3, 4, 5, 6 McRel: 1, 2, 4, 6, 10, 14, 15, 17, 19, 20, 21, SISI: 4, 6, 7, 8 SREB: 4, 6, 9, 10, 13, 12 Wallace Driver Behaviors: 1, 3, 4, 5, 6 Attributes of Successful Schools – Disciplined PEOPLE: Quality Staff	Function: 3.4 Professional Development (PD)	3.4.a Knows theories and research underlying effective professional development. 3.4.b Understands the significance of continual attention to effective teaching practices and discussions about current research and theory. 3.4.c Understands the critical attributes of an effective PD system. 3.4.d Demonstrates a commitment to learning.

Standards for School Leaders	Dimension 4. Building Culture and Community	Aspiring Principal Indicators
ISLLC: 1, 2, 3, 4, 5 McRel: 1, 3, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21 SISI: 4, 5, 7, 8 SREB: 2, 3, 4 Wallace Driver Behaviors: 1, 5, 7 Attributes of Successful Schools – Disciplined PEOPLE: Quality Staff	Function: 4.1 School Culture	4.1.a Understands strategies to reinforce norms of behavior within a school culture conducive to student learning and achievement. 4.1.b Understands strategies to promote effective change. 4.1.c Understands the elements of and impact of formal and informal school culture. 4.1.d Understands how data can be used to influence and inform school culture. 4.1.e Understands that individuals, families and communities need to be active partners in school success. 4.1.f Understands how to engage all stakeholders. 4.1.g Understands the importance of treating all individuals with fairness, dignity and respect. 4.1.h Understands the need to use the influence of the office to enhance student learning and achievement rather than for personal gain.
ISLLC: 1, 2, 3, 4, 5 McRel: 1, 3, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21 SISI: 4, 5, 7, 8 SREB: 2, 3, 4 Wallace Driver Behaviors: 1, 5, 7 Attributes of Successful Schools – Disciplined PEOPLE: Quality Staff	Function: 4.2 Learning Communities for Students and Staff	4.2.a Understands how to create and sustain a school wide learning environment based on a shared sense of community and cooperation. 4.2.b Understands the importance of varied values and opinions. 4.2.c Understands characteristics of professional learning communities that focus on student learning and achievement. 4.2.d Understands how to foster individual and collective accountability among staff members to improve student learning and achievement.

ISLLC: 1, 2, 3, 4, 5, 6 McRel: 1, 2, 4, 6, 10, 14, 15, 17, 19, 20, 21, SISI: 4, 6, 7, 8 SREB: 4, 6, 9, 10, 13, 12 Wallace Driver Behaviors: 1, 3, 4, 5, 6 Attributes of Successful Schools – Disciplined PEOPLE: Quality Staff	Function 4.3 Professional Ethics	4.3.a Understands the need to model beliefs, ideals, and professional ethics conducive to student learning and achievement. 4.3.b Understands the importance of a commitment to equity and diversity. 4.3.c Understands the roles and responsibilities of all school administrative, departmental and support staff, leadership teams, committees, and school-based council. 4.3.d Understands the importance of modeling a personal and professional code of ethics.
Standards for School Leaders	Dimension 5. Creating Organizational Structures and Operations	Aspiring Principal Indicators
ISLLC: 1, 3, 5, 6 McRel: 2, 4, 6, 8, 10, 12, 15, 16, 17, 19, 20, 21 SISI: 5, 7, 8, 9, 11 SREB: 1,2,3,4 Wallace Driver Behaviors: 2, 4, 5, 6 Attributes of Successful Schools - Disciplined PROCESS: Systems and Structure	Function: 5.1 Operational Vision and Mission	5.1.a Understands the importance of vision and developing a personal vision for school leadership. 5.1.b Understands the importance of a collaborative process to develop shared beliefs, vision and mission that supports student learning and achievement. 5.1.c Knows a variety of strategies to align resources, operational procedures and organizational structures with the school vision and mission. 5.1.d Understands how modeling values, beliefs, and attitudes can inspire others to higher levels of performance.

ISLLC: 1, 3, 5, 6 McRel: 2, 4, 6, 8, 10, 12, 15, 16, 17, 19, 20, 21 SISI: 5, 7, 8, 9, 11 SREB: 1,2,3,4 Wallace Driver Behaviors: 2, 4, 5, 6 Attributes of Successful Schools - Disciplined PROCESS: Systems and Structure	Function: 5.2 School Improvement Planning and Implementation	5.2.a Understands systems thinking as related to student learning and achievement and designs appropriate strategies. 5.2.b Understands the role of leadership and shared decision making in school improvement planning. 5.2.c Understands the development, implementation and monitoring of a school improvement plan aligned with data, policy and regulation.
ISLLC: 1, 3, 5, 6 McRel: 2, 4, 6, 8, 10, 12, 15, 16, 17, 19, 20, 21 SISI: 5, 7, 8, 9, 11 SREB: 1,2,3,4 Wallace Driver Behaviors: 2, 4, 5, 6 Attributes of Successful Schools - Disciplined PROCESS: Systems and Structure	5.3 Functions, Procedures, and Structures	5.3.a Understands basic management skills to foster student safety, learning and achievement. 5.3.b Understands problem-solving techniques for decision making purposes.
ISLLC: 1, 3, 5, 6 McRel: 2, 4, 6, 8, 10, 12, 15, 16, 17, 19, 20, 21 SISI: 5, 7, 8, 9, 11 SREB: 1,2,3,4 Wallace Driver Behaviors: 2, 4, 5, 6 Attributes of Successful Schools - Disciplined PROCESS: Systems and Structure	Function 5.4 Legal Framework	5.4.a Understands the laws, regulations, and policies under which the school must function.

Standards for School Leaders	Dimension 6. Leveraging Community Systems and Resources	Aspiring Principal Indicators
ISLLC: 1, 2, 3, 4 McRel: 1, 2, 4, 5, 6, 7, 10, 12, 14, 15, 16, 17, 18, 19, 20, 21 SISI: 4, 7, 8, 9 SREB: 1, 2, 3, 4, 8 Wallace Driver Behaviors: 1, 2, 4, 5, 6 Attributes of Successful Schools – Disciplined PURPOSE: Strategic Planning	Function: 6.1 Family and Community	6.1.a Understands strategies to build learning relationships with families. 6.1.b Understands strategies to build partnerships with community stakeholders 6.1.c Understands strategies to leverage multiple resources to improve student learning and achievement 6.1.d Understands and considers the prevailing values of the diverse community. 6.1.e Understands the importance of community stakeholder involvement in student learning and achievement 6.1.f Understands how to assess family and community concerns, expectations and needs. 6.1.g Understands how the community environment in which schools operate can be influenced on behalf of all students and their families. 6.1.h Understands the need for ongoing dialogue with representatives of diverse community groups. 6.1.i Understands the importance of being engaged in the larger community outside of the local school.

ISLLC: 1, 2, 3, 4 McRel: 1, 2, 4, 5, 6, 7, 10, 12, 14, 15, 16, 17, 18, 19, 20, 21 SISI: 4, 7, 8, 9 SREB: 1, 2, 3, 4, 8 Wallace Driver Behaviors: 1, 2, 4, 5, 6 Attributes of Successful Schools – Disciplined PURPOSE: Strategic Planning	Function: 6.2 Districts	6.2.a Understands the district protocol for accessing additional external resources 6.2.b Understands how to allocate and integrate district resources available for addressing all student needs. 6.2.c Understands how to leverage district resources for school improvement. 6.2.d Understands the importance of monitoring and evaluating district resources based on changing student needs.
ISLLC: 1, 2, 3, 4 McRel: 1, 2, 4, 5, 6, 7, 10, 12, 14, 15, 16, 17, 18, 19, 20, 21 SISI: 4, 7, 8, 9 SREB: 1, 2, 3, 4, 8 Wallace Driver Behaviors: 1, 2, 4, 5, 6 Attributes of Successful Schools – Disciplined PURPOSE: Strategic Planning	Function: 6.3 Policy Environment	6.3.a Understands how to influence public policy to provide quality education for all students. 6.3.b Understands how to operate within the political environment in which the school exists.

Modules and Anchor Assessment Rubrics

Exemplar Module
Dimension 1

Dimension 1: Curriculum

Function 1.1 Curriculum
Function 1.2 Instruction and Learning Interventions

Introduction:
In this activity the candidates move through a series of sequential steps/stages (see diagram 1 on next page) related to curriculum and learning interventions. At the beginning of the activity (Pre-stage), candidates are focused on the ultimate desired outcome of the activity—increasing student learning and achievement through effective leadership strategies. In the second stage (Self-stage) candidates collect and use authentic student work from their classrooms as materials for self-assessment and reflection in combination with current research and practice. In the third stage (Group–stage) the candidates' self assessments and reflections will be shared with and critiqued by fellow candidates and improvements will be suggested. One or more improvement plan will be developed based on applicable theory and best practices. In stage four (Leadership-stage) candidates will explore leadership skills and strategies for replicating curricular improvement plans in school settings. Stage four should include a field-based component in which candidates apply an aspect of this assignment in a P-12 setting. Each stage includes the production of an artifact that demonstrates mastery of one or more key indicators. Prior to completing the activity, candidates will provide evidence of meeting all key indicators and competencies.

Field Practice:
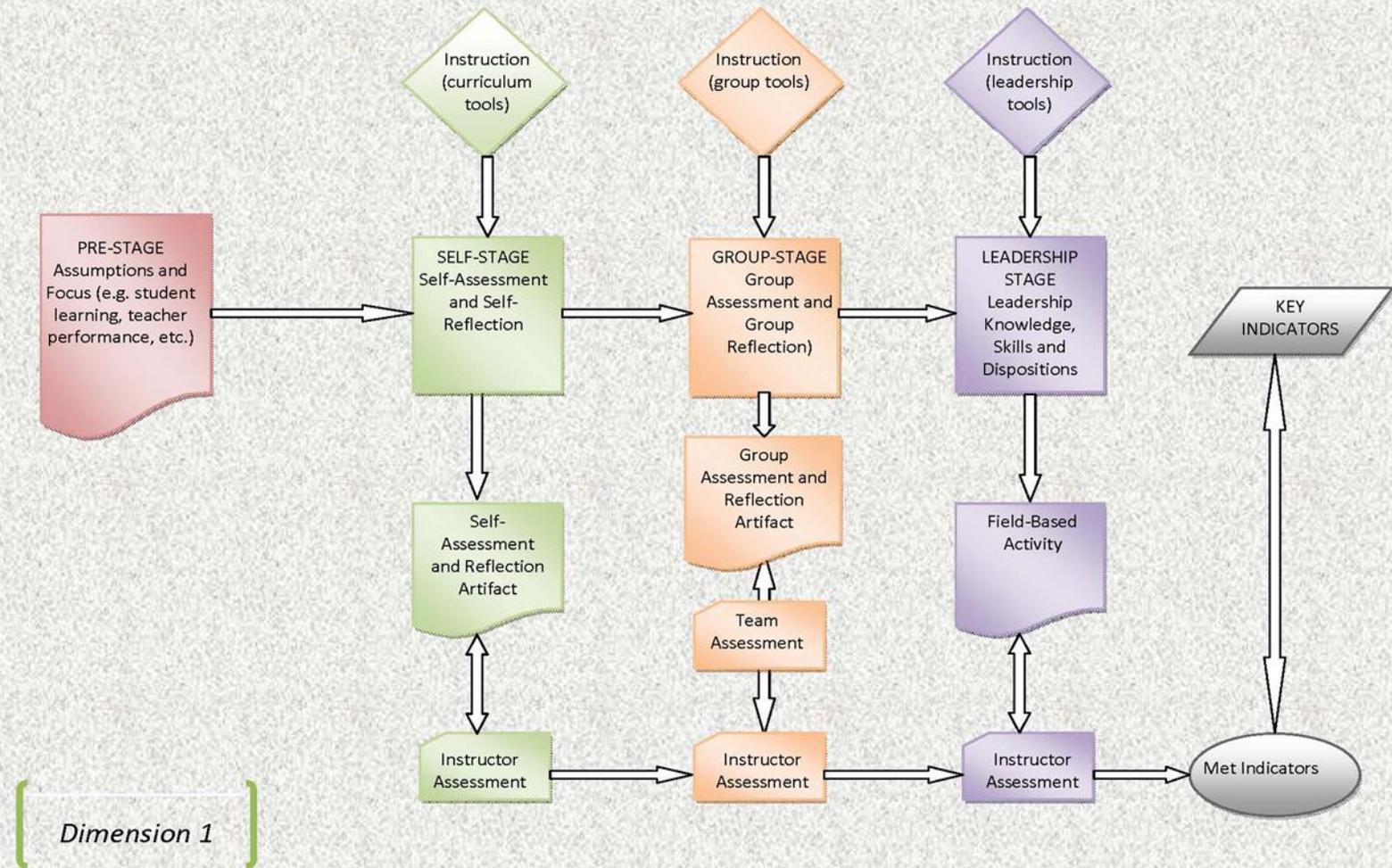The following reflect field practice during this study:
* Collection and analysis of student work from candidates' classrooms (Parts I, II, III, IV, V)
* Candidates' use of their teaching units (II, III, IV, V)
* Candidates' use of curriculum documents from their districts/schools (Parts I, II, III, IV, V)
* Candidates' participation in an event outside the classroom in the field (VI, VIII)

Steps and Phases

Instruction (curriculum tools) → SELF-STAGE Self-Assessment and Self-Reflection

Instruction (group tools) → GROUP-STAGE Group Assessment and Group Reflection)

Instruction (leadership tools) → LEADERSHIP STAGE Leadership Knowledge, Skills and Dispositions

PRE-STAGE Assumptions and Focus (e.g. student learning, teacher performance, etc.)

Self-Assessment and Reflection Artifact

Group Assessment and Reflection Artifact

Team Assessment

Field-Based Activity

KEY INDICATORS

Instructor Assessment → Instructor Assessment → Instructor Assessment → Met Indicators

Dimension 1

Part	Directions	Resources	Pacing Guide	LC Indicators	Benchmark Assessment and Evidence
I	Candidate will bring to class the following: • A two to three week unit that they have taught • Ten examples of student work for each assignment and assessment from the unit. The students should represent the diversity of their classroom (gender, ethnicity, socio-economic status, limited English proficiency, exceptional childhood development, race) • All curriculum documents from the district/school that relate to this unit (discuss this in class) • School Based Decision-Making (SBDM) policies on curriculum and instructional practices (discuss in class) • Standards and Indicators for School Improvement (SISI), Core Content for Assessment, and Program of Studies (discuss in class and use KDE website) • A copy of the SISI (discuss in class and use KDE website) • School/District Improvement Plan documents	KDE Web site for Standards and Indicators for School Improvement (SISI), Core Content for Assessment, Program of Studies, SBDM Technical Assistance Manual	1 class meeting to learn about curriculum documents and explore the KDE website	1.1.a 1.1.b	Documents are located and brought to class

Part	Directions	Resources	Pacing Guide	LC Indicators	Benchmark Assessment and Evidence
II	Candidate will be taught the Standards in Practice (SIP) protocol. Candidate will work in groups of 3-5 (each has at least one elementary, middle school and high school representative) to review and analyze their student work. Candidate will complete the protocol document for students' work which will be assessed.	Standards in Practice Protocol (Association for Supervision and Curriculum Development materials)	1 class meeting to learn the protocol and use with the groups' student work	1.1.a 1.1.b 2.1.d	Completed protocol document for candidate's student work
III	Candidate will be taught the Tuning Protocol. Candidate will work in groups of 3-5(each has at least one elementary, middle school and high school representative) to review and analyze their student work. Candidate will complete the protocol document for their students' work which will be assessed.	Tuning Protocol	1 class meeting to learn the protocol and use with the groups' student work	1.1.a 1.1.b 2.1.d	Completed protocol document for candidate's student work
IV	Candidate will be taught the Collaborative Assessment of Student Learning (CASL) protocol. Each candidate will pull all work for one student who represents an NCLB subgroup and one student who does not represent an NCLB subgroup. Candidate will work in groups of 3-5 (each has at least one elementary, middle school and high school representative) to review and analyze their student work. Candidate will complete the protocol document for their two students' work which will be assessed.	CASL Protocol	1 class meeting to learn the protocol and use with the groups' student work	1.1.a 1.1.b 2.1.d	Completed protocol document for candidate's student work

Part	Directions	Resources	Pacing Guide	LC Indicators	Benchmark Assessment and Evidence

Part	Directions	Resources	Pacing Guide	LC Indicators	Benchmark Assessment and Evidence
V	Each candidate will use the results of the Tuning, SIP, CASL or similar protocol. They will write a self reflection that addresses the following: • Did the students learn what you wanted them to learn? • What evidence do you have or how do you know the students learned what you wanted them to learn? • What do you do for the students who did not learn? • What evidence do you have that unit was or was not aligned to the appropriate documents? • What evidence do you have that the student work reflected the intended standards and outcomes? A rubric would be used to assess the candidate's reflection.	Individual protocol results. Scoring rubric for reflection	Assigned to bring to class next class	1.1.a 1.1.b 2.1.d	Reflection scored by rubric

Part	Directions	Resources	Pacing Guide	LC Indicators	Benchmark Assessment and Evidence
VI a	Each candidate will use an "analyzing- student- work protocol" to identify a student for whom the assessment results indicate a lack of progress in learning. The candidate will research best practices to identify effective and diverse strategies and design a four week intervention plan for that student.	Research on best practices Literature based on research on best practices Adolescent Literacy Module Characteristics of High Quality Instruction in Math and Science[1]	1 class meeting to learn about instructional best practices	1.1.d 1.1.e 1.2.a 1.2.b 1.2.c	Intervention plan designed with emphasis on diversity in development and implementation
VI b	Each candidate will share that plan with their group and modify based upon their feedback. Each candidate will implement the revised plan.	Scoring rubric for plan	1 class meeting to share and provide feedback on plan. (4 weeks to implement plan.)	1.2.a 1.2.b 1.2.c	Intervention plan revised and scored by rubric
VI c	Each candidate will analyze the implementation plan and address the following: • Why did you identify the strategies that you implemented? • What evidence do you have that the student learned what you taught? • What evidence do you have concerning the effectiveness of the learning interventions and multiple opportunities implemented? • What would you do differently based upon your results?	Scoring rubric for analysis	(Bring to class meeting upon completion.)	1.1.e 1.2.a 1.2.b 1.2.c	Intervention plan reflection scored by rubric

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[1] KyCLS is collaborating with the KDE Office of Teaching and Learning and CCLD in conjunction with the NASBE Adolescent Literacy task Force to design a adolescent literacy module that will be provided to all universities, colleges and school districts in the Fall of 2008.

Part	Directions	Resources	Pacing Guide	LC Indicators	Benchmark Assessment and Evidence
VII	Candidate will discuss the purposes of a Professional Growth Plan (PGP). Candidate will work in groups of 3-5 to assess and improve a PGP for two of the candidates' analyses from Part V. Candidate will then collaboratively write an Individual Professional Growth Plan for another member of the class. Candidate may choose to work with the teacher identified in Dimension 3 evaluation process. The PGP will be scored using a rubric.	Rubric to score the PGP developed by each candidate	1 class meeting	3.2.e	PGP scored by rubric
VIII	Candidate will design the process by which a protocol, review and/or self-study can be implemented in appropriate settings	Study administrative guidelines for implementing a curricular/learning intervention	1 class meeting	1.1.a 1.1.b 1.2.a 1.2.b 1.2.c	Design peer reviewed and modified with instructor guidance
IX	Candidate will learn about the following. The candidate will then chose one as a project or propose another project which will provide an opportunity to put into practice what has been learned: • Lead the protocol process in the candidate's school • Participate in Scholastic Review • Participate in a guided school self study • Component manager for school improvement plan Candidate will then create an entry for the portfolio that provides evidence of the five indicators (1.1.a, 1.1.b, 1.2.a, 1.2.b, 1.2.c)	SISI List of potential review opportunities Agreements with local districts Rubric for portfolio project	1 class meeting	1.1.a 1.1.b 1.2.a 1.2.b 1.2.c	Project completed and scored by rubric

> *The highly effective principal is a Facilitator – a leader with outstanding human relations skills that include the abilities to build individual relationships with parents, teachers and students; collaborative teams with staff members and parents; and a school-wide community of leaders.*
>
> Elaine K. McEwan
>
> *Ten Traits of Highly Effective Principals*

Anchor Assessment and Rubric Dimension 1

Anchor Assessments
Dimension One
(Leading Teaching and Learning)

Functions

The candidate:

1.1.a – Understands the processes to align, audit, monitor, and evaluate curriculum;

1.1.b – Understands the design, purpose and analysis of curriculum maps and pacing guides that are aligned with Program of Studies, performance standards, and core content;

1.1.c –Understands how to design course schedule(s) and sequences that provide rigorous programs accessible by all students;

1.1.d- Understands the strategies and structures to support improvements in literacy and numeracy as the priority in a well rounded curriculum;

1.1.e-Understands the importance of diversity in developing and implementing curriculum;

1.2.a-Understands learning interventions to address skill deficits and learning needs of students;

1.2.b-Understands the process of providing multiple opportunities to learn by regrouping students, re-teaching lessons, and modifying strategies based on formal and informal assessments;

1.2.c-Understands appropriate use of varied research-based instructional strategies;

1.2.d-Understands the appropriate use of technology in instructional settings.

Assessment

On June 29 the SBDM Council at the school where you have been teaching recommended that the Superintendent hire you as the "new" principal. At your orientation meeting on July 3 the Superintendent shares his/her expectations for you for the coming year. One expectation is that you collaboratively lead your Council, faculty, and staff to improve student learning. You have the knowledge and skills required to do this. The task is to apply them to your school to do the following:

or

On June 29 the SBDM Council at a school recommended that the Superintendent hire you as the "new" principal. At your orientation meeting on July 3 the Superintendent shares his/her expectations for you for the coming year. One expectation is that you collaboratively lead your Council, faculty, and staff to improve student learning. You have the knowledge and skills required to do this. The task is to apply them to a school whose principal invites your participation to do the following:

1. Identify, locate, and analyze relevant data and the school processes and practices to identify learning and achievement gaps. Remember to consider all sources reflecting and impacting student achievement.   (1.1.a, 1.1b, 1.1c, 1.1.d, 1.1.e, 2.1.b, 2.1.c, .2.2.b, 4.1.b, 4.1.d)
2. Organize, analyze and summarize the findings to:
    - Prepare a school profile (your findings from the data related to teaching and learning) that would be shared with the SBDM Council, teachers, staff, and parents. (1.2.a, 1.2.b, 1.2.c, 1.2.d, 2.1.c, 2.2.b, 3.3.b, 3.3.d, 4.1.d, 4.3.c, 5.1.d, 5.2.a, 5.2.b, 5.2.c, 5.3.b, 6.1.b, 5.1.e)
    - Articulate the relevance of the data to curriculum and instruction. (1.1.a, 1.1.b, 1.1.d, 1.1.e, 2.1.a, 2.1.b, 4.1.d, 6.1.c, 6.1.e)

3. Present to the SBDM Council, teachers, staff, parents, and/or another stakeholder group the school profile and recommendations for curricular and instructional changes. The presentation must be attended by your university supervisor or taped for viewing by the university supervisor at a later date. The presentation must address the following:
    - The school profile. (3.1.a, 3.1.b, 3.1.c, 3.1.d)

- The identification and prioritization of the recommendations. (1.1.d, 2.1.c, 3.1.d, 3.2.a, 3.2.b, 3.2.c, 3.2.d, 3.2.e, 3.3.b, 3.3.c, 3.4.a, 3.4.b, 3.4.c, 4.1.a, 4.1.g, 4.2.c, 4.2.d, 5.1.d)
- Support for the recommendations based upon the profile and research. (1.1.d, 1.1.e,1.2.a, 1.2.b, 1.2.c, 2.1.c, 2.2.a, 5.3.b)

4. Upon completion of the presentation prepare a reflection that addresses the following:
   - What worked,
   - What did not work,
   - What would you do differently next time, and
   - What did you learn from the feedback provided by the participants?

Evidence
- Identification of data sources (demographics, student achievement, process, perception)
- School profile consisting of a summary of the data analysis
- Presentation that includes conclusion(s) from the data analysis
- Reflections

Acceptable	Unacceptable
• **Identifies how the school uses the processes of aligning, auditing, monitoring, and evaluating curriculum and includes the results in the school profile. (1.1.a)**	• Partially identifies processes used.
• **Makes specific recommendations for curricular changes supported by the results and appropriate protocols. (1.1.a)**	• Makes limited or no recommendations based upon the results and/or appropriate protocols.
• **Describes the availability and use of curriculum maps and pacing guides at the school as well as the alignment of these school documents to the Program of Studies, performance standards, and core content. (1.1.b)**	• Provides limited or no description of curriculum maps and pacing guides and their alignment to the Program of Studies, performance standards, and core content.
• **Makes recommendations for curricular changes supported by the results. (1.1.b)**	• Makes limited or no recommendations supported by the results.
• **Describes diversity issues relevant to the school's curriculum. (1.1.e)**	• Describes limited or no diversity issues relevant to the school's curriculum.
• **Makes specific recommendations for curricular changes based upon research based "best practices" in cultural proficiency. (1.1.e)**	• Uses limited or no research based "best practices" in cultural proficiency to make recommendations for curricular changes.

Acceptable	Unacceptable
• **Describes the use of specific interventions to address skills deficits and learning needs of students. (1.2.a)**	• Describes limited or no interventions to address skills deficits and learning needs of students. `
• **Makes specific recommendations for instructional changes supported by the results and best practices in learning interventions. (1.2.a)**	• Makes limited or no recommendations supported by the results or best practices.
• **Describes teachers' practices related to providing multiple learning opportunities based upon formal and informal assessments. (1.2.b)**	• Describes limited or no practices related to multiple learning opportunities and assessments.
• **Makes specific recommendations for instructional changes supported by the results and research based best practices. (1.2.b)**	• Makes limited or no recommendations for changes supported by the results and best practices.
• **Describes teachers' practices related to the use of varied research-based instructional strategies and includes the results in the school profile. (1.2.c)**	• Describes limited or no practices related to research-based instructional strategies.
• **Makes recommendations for instructional changes supported by the results and best practices. (1.2.c)**	• Makes limited or no recommendations for changes supported by the results and best practices.
• **Describes teachers' appropriate use of technology in instructional settings and includes the results in the school profile. (1.2.d)**	• Describes limited or no practices related to use of technology.
• **Makes recommendations for instructional changes supported by the results and best practices. (1.2.d)**	• Recommendations for changes are not supported by the results and best practices.

Other indicators addressed in the assessment. **(Bold faced items are assessed in this project.)**
2.1.c Understands, analyzes, and applies school data to:
- **Identify learning and achievement gaps**
- **Determine system, instructional, and student needs**
- **Develop** a monitoring and **improvement process for curriculum, instruction,** evaluation, and professional development
2.2.a **Understands how to use data to prioritize decisions** and drive change.
5.3.a **Understands basic management skills to foster student learning and achievement**

Dimension 2: Assessing the Instructional Program and Monitoring Student Performance

Function: 2.1 Assessment;
Function: 2.2 Data Informed Decision Making, Monitoring Student Learning and Ensuring Accountability

Introduction:
Activities for each function are developmental, not necessarily in a continuous sequence (i.e., use elements of Dimension 1, all of Part I and activities within Dimension I. Part II requires specified as required, resources listed are projects are completed in schools with administrators.

Field Practice:
To develop collaborative leadership skills and understanding of the P-12 principalship, it is recommended that candidates work in three-member groups (each with collective experiences in an elementary school, a middle school, and a high school). Sharing of work with cohort peers and principals is intended to develop reflective skills and ability to respond appropriately to publicly presented questions and criticism. Anchor Assessment for Dimension 2 requires successful completion of Part I-V.

*Exemplar Module
Dimension 2*

designed to be completed chronologically, but Part I-V of Dimension 2). Because activities portions of Part II may be integrated into information covered in Function 6.1.b. Unless intended as suggestions only. Field-based support from principals and district

holistic

> *Highly effective principals are not distracted by what some think should be done or by what others believe can't be done. Their eyes are fixed on the finish line.*
>
> Elaine K. McEwan
>
> *Ten Traits of Highly Effective Principals*

Part	Directions	Resources	Pacing Guide	LC Indicators	Benchmark Assessment and Evidence
I a	**Pre-assessment:** Instructor assesses candidate's understanding of Kentucky's various curriculum and instruction documents to determine areas of assistance needed to complete fieldwork.				
I b	Candidate will work in three-member groups to • Identify a core subject area (i.e., grade level for ES, course for MS or HS) not taught by any member of the small group for developing a unit of study based on the *KY Combined Core Content for Assessment* • Compare *Kentucky Core Content Standards* with appropriate national standards and district benchmarks, as applicable, for selected content area to enrich unit of study • Develop a lesson for unit of study that includes pre- and post-assessments of content to be learned during lesson • Develop observation templates for use in assessing instruction and student learning • Develop rubric for evaluation of unit	REQUIRED: • *KY Program of Studies* • *KY Combined Core Content for Assessment* • Webb (2002)[1] • *Cognitive Complexity*[2] Brubaker (2004)[3] Drake (2007)[4] Glatthorn (1998, 2000)[5] Gregory & Chapman (2007)[6] Jacobs (2004)[7] Marzano (2007)[8] McCombs & Miller (2007)[9] Tomlinson & Allan (2000)[10] Tomlinson et al. (2002)[11] Wiggins & McTighe (2005)[12]	During or following Dimension I	1.1.a-e 2.1.b 2.1.c	Candidate presents unit of study to cohort peers and instructor who use the unit rubric and Tuning Protocol to identify needed areas of improvement. Candidate revises unit of study based on rubric evaluation and recommendations.
II a	**Pre-assessment:** Instructor assesses candidate's understanding of supervision of instruction, supervision of learning, and evaluation of effective classroom assessments to determine areas of assistance needed to complete fieldwork.				

Part	Directions	Resources	Pacing Guide	LC Indicators	Benchmark Assessment and Evidence
II b	Candidate will work in three-member groups to • Observe (in at least one P-12 classroom) the lesson from unit of study (developed in Part I) that includes pre-assessment of student knowledge, instruction appropriate for level of student knowledge, post-assessment of student learning • Review data collected using templates (Part I) designed for supervision of instruction and supervision of learning • Analyze student work using appropriate assessment tools • Identify specific student-learning needs and select appropriate interventions Candidate will meet as three-member groups with teachers who field-tested lessons to • Critique lesson field test and share findings • Elicit professional development needs about classroom assessments	REQUIRED: • *KY Standards and Indicators for School Improvement* • *Kentucky Expanded School Report Card* • Tuning Protocol (Allen, 1995; Allen & Blythe, 2004)[13] Ainsworth & Viegut (2006) [14] Black et al. (2003)[15] Earl (2003)[16] Stergar (2005)[17] Zemelman et al. (2005)[18]		1.2.a-d 2.2.a 2.2.b 2.2.c 2.2.d 6.1.b	Candidate will prepare report about field-tested lesson that is reviewed by instructor. Candidate will make presentation about classroom-assessment professional development needs identified by teacher(s) to cohort peers and instructor.
III a	**Pre-assessment**: Instructor assesses candidate's ability to develop survey and interpret data to determine areas of assistance needed to complete fieldwork.				

Part	Directions	Resources	Pacing Guide	LC Indicators	Benchmark Assessment and Evidence
III b	Candidate will work in three-member groups to • Develop PD-needs survey about classroom assessments • Administer survey to teaching staff in a school and analyze data • Review and analyze cognitive and non-cognitive data (e.g., CATS and NCLB tests, parent conferences, attendance, referral and suspension rates) of school(s) where survey was administered • Use findings to develop classroom-assessment training module based on recommendations for effective PD • Field test training module in school(s) where data were gathered • Use evaluation results to refine PD module • Develop a PD-training guide for module suitable for publication and distribution to districts	Allen (1995)[19] Ainsworth & Viegut (2006)[20] Brookhart (2006)[21] Guskey (2000)[22] Knight (2007)[23] McEwan (2003)[24] O'Shea (2005)[25] Wilkerson & Lang (2007)[26]		1.1.a 1.1.d 1.1.e 1.2-d 2.1.a-d 2.2.a-c 2.2.d	Candidate will distribute training guide to cohort peers, instruction, and district supervisor of instruction for review. Prior to distribution to school or district, revised training guides are critiqued by cohort peers and instructor using the Tuning Protocol.
IV a	**Pre-assessment:** Instructor assesses candidate's ability to identify and use appropriate research-based intervention strategies for addressing student learning needs to determine areas of assistance needed to complete fieldwork				
IV b	Candidate will work in three-member teams to • Conduct review of research literature about barriers to student learning in a particular content area (e.g., reading, writing, mathematics) and appropriate interventions • Share findings with entire cohort and collaboratively gather and organize research findings	REQUIRED: Interventions used in local district and schools Blankstein (2004)[27] McNary, Glasgow, & Hicks (2005)[28] Tileston (2007)[29]		2.2.c 2.2.d 2.2.e 2.2.f	Candidate will make formal presentations to cohort about field activity using research-based interventions to identify and remove barriers to student learning.

Part	Directions	Resources	Pacing Guide	LC Indicators	Benchmark Assessment and Evidence
IV b cont'd	Candidates will work as a cohort to identify core principles for removing barriers to student learning Working with a P-12 colleague, each candidate implements principals for removing barriers to student learning in the colleagues classroom	Resources found by candidates completing literature search		2.2.e 2.2.f	

To be an Educator, one must eat and sleep teaching and learning. Educators are constantly thinking about how to organize and instruction so that all students can learn.
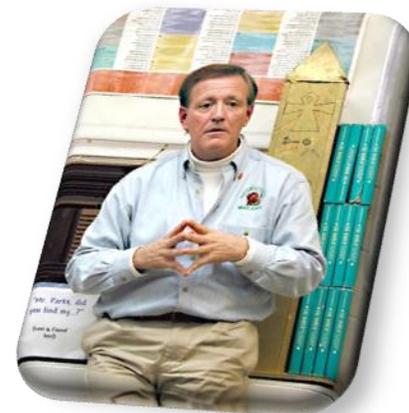
- Educator Exemplar, Alan Jones

Dimension Two
(Assessing the Instructional Program and Monitoring Student Performance)

Functions

The candidate:

1.1.e- Understands the importance of diversity in developing and implementing curriculum;

2.1.a Understands the connection between national, state, district, school and classroom assessments and their impact on curriculum and instruction;

2.1.b Understands how to use the results of multiple assessments to provide meaningful feedback on learning;

2.1.c Understands, analyzes and applies school data to:

- Identify learning and achievement gaps
- Determine system, instructional, and student needs
- Develop a monitoring and curriculum, instruction, development; improvement process for evaluation, and professional

2.1d Knows a variety of protocols to promote teacher collaboration in analyzing student work;

2.2.a Understands how to use data to prioritize decisions and drive change;

2.2.b Understands how to use assessment data to determine and address curricular gaps;

2.2.c Understands the importance of monitoring classroom assessments to inform instructional practice;

2.2.d Understands how to conduct and interpret research to improve student performance;

2.2.e Understands how to be a good consumer of research;

2.2.f Understands the need to identify and remove barriers to student learning.

Anchor Assessment and Rubric Dimension 2

Assessment

The candidate will conduct, lead and evaluate a strategy for school improvement that assesses the instructional program and monitors student performance (e.g., guided self-study or review, Red Flag analysis of Kentucky Performance Report, school improvement plan development,

implementation and/or impact checks, continuous assessment data [formative, interim, summative], walkthrough data, achievement gap interventions). The principal at the school where this Anchor Assessment is conducted will guide, coach and facilitate the candidate's activities. The candidate will engage in a range of actions (i.e., observing, analyzing, planning, organizing, coordinating, monitoring, leading) as follows:

- The candidate will select a school improvement strategy based on observations, data and collaboration with the principal and local school team. Analysis should provide a rationale for undertaking the school improvement strategy the candidate has selected. (2.1a, 2.1.c)
- The candidate will identify and recruit stakeholder groups that will participate in the school improvement strategy. (2.2.a)
    - o The candidate will coordinate and direct the school improvement strategy by leading stakeholder group/s to (1.1d, 1.1.e,2.1.b, 2.2.e, 2.2.b, 2.1d 2.2.d)
    - o Collect, synthesize and analyze relevant data to assess the instructional program and monitor student performance
    - o Prioritize and report findings using meaningful data displays
    - o Identify an action to increase student achievement based on the findings
    - o Develop a plan to implement the action Evaluate the impact of the action.
- The candidate will prepare a final presentation and report of findings and recommendations to be shared with principal and school community. (2.1.c, 2.1.b, 2.2.d, 2.2.e, 2.2.b)
    - o The report will include review of the literature and research of the topic as well as findings and recommendations from evaluation.
    - o The report will include the candidate's reflection about conducting, leading and evaluating this school improvement project.

Evidence:
- Rationale for the selection of the task
- Interview/questionnaire/survey data
- Documents that guide task (e.g., data collection instruments, directions from KDE or accreditation agency, KRS, KAR)
- School documents(e.g., local, state and national assessment data, school report card, demographic data, curriculum, student grades, professional development plan, school improvement plan, implementation and impact checks of the school improvement plan, protocol for analyzing student work and student work, teacher-designed common, formative, interim and summative assessments, lesson plans)
- Anecdotal record and reflection
- Meeting notices/agendas/minutes
- Timeline/ checklist of activities
- Presentation materials (e.g., PowerPoint slides, handouts)
- Summary data collection
- Final study report

Rubric:
Through a collaborative process involving the professor and the district contact, performance evaluation will be based on (a) assessment of observed performance (b) critique of documents presented in portfolio and (c) written reflections and self-assessments.

Acceptable	Unacceptable
• **Candidate collects, analyzes and synthesizes school data from a variety of sources to determine system, instructional, and student needs. (2.1a, 2.1.b,2.1.c, 2.2.a, 2.2.b)**	• Artifacts reflect insufficient data to determine the system, instructional and student needs.
• **Candidate and stakeholders use the data to prioritize decisions and to identify the strategy to be undertaken. (1.1d, 1.1.e, 2.1.b, 2.1.c, 2.2.a, 2.2.b, 2.2.f)**	• Artifacts reflect minimal stakeholder participation and little or no evidence to support decisions made.
• **Candidate leads stakeholders in analyzing data, reporting findings, and creating a written action plan based on the data. (1.1d, 1.1.e, 2.1.b, 2.1.c, 2.1d, 2.2.a, 2.2.b, 2.2.c, 2.2.d, 2.2.e, 2.2.f)**	• Artifacts indicate faulty and/or incomplete interpretation of data and vague and/or inconsistent organizational planning.
• **Candidate's plan shows a strong connection to assessing instructional programs that will improve student learning. Evaluation demonstrates meaningful results. Artifacts reflect multiple sources of data and logical reasons for recommendations made for improvement of student achievement. (1.1d, 1.1.e, 2.1a, 2.1.b,2.1.c, 2.1d, 2.2.a, 2.2.b,2.2.c, 2.2.d, 2.2.e, 2.2.f)**	• Artifacts reflect minimal application to improving student learning. Evaluation demonstrates minimal results. Artifacts reflect few sources of data and unsupported reasons for recommendations made for improvement of student achievement.
• **Candidate reflects upon conducting, leading and evaluating this school improvement project. (3.4.d)**	• Candidate provides little or no reflection upon conducting, leading and evaluating this school improvement project.

Positions in education administration are expected to grow by as much as 20 percent in the next five years

Forty percent of current school leaders will be eligible to retire in the next six years

In Kentucky, approximately 250 principals are hired each year

*Exemplar Module
Dimension 3*

Dimension 3: Securing and Developing Staff

Function 3.1 Staff Selection
Function 3.2 Personnel Evaluation
Function 3.3 Work Conditions and Environment
Function 3.4 Professional Development
Introduction:
The Dimension of *Securing and Developing Staff* includes the functions of *Staff Selection, Personnel Evaluation, Work Conditions and Environment, and Professional Development*. These four functions should not be considered distinct events; rather they are interrelated processes that influence the culture of the learning environment. Principals should know and use the characteristics of effective teachers to successfully conduct staff selection, evaluation, and professional development processes. It is imperative that principals are able to develop support systems, including conferencing, mentoring, and coaching, to build relationships with staff that result in a learning environment that enhances student learning and that increases staff retention rates. Further, it is every principal's responsibility to take action to build relationships with staff through the selection, evaluation, professional development processes that result in constructive working conditions for staff and students.

The following assignments are to acquaint candidates with knowledge and skill about selection, evaluation, and professional development of staff that results in constructive working conditions for staff and students.

Field Practice:
The following reflect field practice during this study:

- Conducting a walk-through survey in a school including the development of the survey, analysis of the data, and feedback to the staff/council/principal.
- Conducting a review and/or development of a Staff Selection Handbook.

Part	Directions	Resources	Pacing Guide	LC Indicators	Benchmark Assessment and Evidence
I	Candidate will bring the following resources to class for subsequent activities: • SBDM policies related to staff recruitment and selection including staffing policies • District policies related to staff recruitment and selection • District administrative procedures related to staff recruitment and selection • Teacher contracts • Experienced teacher standards • KTIP policies • Teacher job description For example, students may complete a scavenger hunt to find various policies in the documents that are related to staff selection, evaluation, or professional development.	KDE SBDM Technical Assistance Manual	1 hour	5.4.a 3.1.d 4.3.c 4.3.d	Provides complete copies of all documents
II	Candidate will be are asked to describe the best and worst teacher he/she ever had. Candidate will brain storm the following questions: • What do you think effective teaching is? • What are the "look fors" of effective teaching? • What are the knowledge, skills, and dispositions of effective teachers? Candidate will be taught the elements of effective teaching. Candidate will explore effective teacher dispositions.	Videos of instruction Experienced Teacher Standards Robert Marzano Danielson Good and Brophy www.teacherdispositions.org	1-3 class periods	3.1.a 3.4.d	Development of brainstorming lists. Conduct research on teacher dispositions and present a chart indicating the links between dispositions and effective teaching.

Part	Directions	Resources	Pacing Guide	LC Indicators	Benchmark Assessment and Evidence
III	Candidate will work in groups of 3-5 to develop a Hiring Handbook (respond to key behaviors LC 3.1 a-d) to include how the recruitment and selection process are aligned with effective teacher characteristics, the school's diversity needs, the mission, vision, and school improvement plan. The handbook should include an interview protocol based on effective teacher characteristics. Candidate will be taught the legal and contractual requirements for personnel selection. Contract and present the developed Hiring Handbook to a district/school/SBDM	SBDM policies related to staff recruitment and selection including staffing policies District policies and administrative procedures related to staff recruitment and selection District administrative e procedures related to staff recruitment and selection KASC policies Work on effective teaching practices from II.	2-3 class periods	3.1.a 3.1.b 3.1.c 3.1.d 3.3.d	Assessment Handbook for adherence to procedures, policies, and regulations before completion of step below. Contract and present the Handbook to a district/school/ SBDM
IV	Candidate will work in groups of 3-5 to design support systems for effective teaching and to maintain or improve teacher retention. Supporting teacher quality includes building relationships, mentoring, coaching, effective use of time and resources, etc., which impact school culture. Candidate will design a survey to determine teacher's decision-making relative to retention to suggest systemic changes within the school.	*The 21st Century Mentor's Handbook* and *Why didn't I learn this in college* by Paula Rutherford *First days of school* by Harry Wong *Cognitive Coaching* by Costa Walk through book by Carolyn Downey Barnett Barry Tom Carroll	2-3 class periods 1 class period	1.1.e 3.3.a 3.3.b 3.3.c 3.3.b	Candidates- will design a survey, which measures the reasons why teachers leave the profession. The candidate designed survey will be compared to existing surveys prior to administering it to sample of teachers (exited and remaining teachers)

Part	Directions	Resources	Pacing Guide	LC Indicators	Benchmark Assessment and Evidence
V	Candidate will be taught the essential and legal requirements of formative and summative evaluation. Candidates will be taught appropriate interventions and strategies including conferencing, coaching, mentoring teachers and effective use of time and resources. Candidate will be taught how to script an observation and then apply that skill while watching a tape of a teacher. Candidates will then prepare for a post conference with that teacher. Candidates will work in triads to role play and critique mock post conferences.	Evaluation training KRS and KAR Glickman's *instructional supervision* *KTIP training tape School Administration Manager (SAM) DVD, Time-Track Tool, Time-Change Coaching Tools, and data collection resources.²*	3 class periods	3.1.a 3.2.b 3.2.c 3.2.d 3.3.a 3.3.d	Candidate will observe a principal while s/he conducts a pre-conference, observation, and post-conference. Following the above observations, candidate will observe two teaching colleagues using the district's evaluation protocol. Upon completion of the pre-conferences, observations, and post-conferences the candidate will analyze the observation data for teacher growth. Further, the candidate will prepare a reflection on his/her performance and will receive feedback from the peers they observed.

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² KyCLS/Wallace SAM Project will provide an instructional module to be included as a resource. The document is being developed by a collaborative of college and university and district representatives from Kentucky, Illinois, and Iowa in partnership with the Southern Regional Education Board (SREB) module designer, Cathy Tencza (see draft of module in appendix.) Completed document will be provided June 2008.

Part	Directions	Resources	Pacing Guide	LC Indicators	Benchmark Assessment and Evidence
VI	Candidate will learn best practices and effective characteristics of diverse professional development models Candidate will develop and survey elementary, middle, and high school colleagues on perceptions of needed PD Candidate will work in a group of 3-5 to identify an area from a school's SIP and develop a PD plan to address school-wide improvement need. Candidate is to bring a copy of school SIP(school improvement plan), identify an area for school improvement, and develop a PD plan that includes follow-up and monitoring. The plan should comply with national and state standards	National Staff Development Council Standards KDE PD Standards School Improvement Plan (SIP) SISI Tool Kit (www.education.ky.gov)	3 class periods	1.1.e 3.2.a 3.2.e 3.4.a 3.4.b 3.4.c 3.4.d	Project includes analyzing data, making comparison to effective characteristics of PD and presenting results to class Each group shall present the completed project to the class.

It is not the teachers, or the central office people, or the university people who are really causing the schools to be the way they are or changing the way they might be. It is whoever lives in the principal's office.

Barth

Anchor
Assessment and
Rubric
Dimension 3

Dimension Three
(Securing and Developing Staff)

Functions

The candidate:

1.1.e   Understands the importance of diversity in developing and implementing curriculum;

3.1.a   Understands the dispositions, content knowledge and pedagogy of effective teachers.

3.1.b   Understands methods of assessing the dispositions, content knowledge and pedagogy of teaching applicants;

3.1.c   Understands the importance of aligning the staff recruitment and selection process with the diversity needs of the school, school mission, vision, and school improvement plan;

3.1.d   Understands how to apply legal requirements, state and district personnel policies and procedures;

3.2.a   Understands how to evaluate staff performance and plan professional growth of staff;

3.2.b   Understands the Kentucky Teacher Standards and instructional best practices for use in personnel evaluation;

3.2.c   Understands the components and legal requirements of formative and summative staff evaluation;

3.2.d   Understands effective classroom observation techniques and teacher conferencing methods;

3.2.e   Understands how to collaboratively develop professional growth plans based on instructional needs identified through the evaluation process;

3.3.a   Understands the effective use of instructional time and resources for effective learning;

3.3.b   Develops effective methods for open communications between staff and administrators;

3.3.c   Recognizes strategies of motivation, recognition, and rewards in sustaining and improving teacher; performance;

3.3.d   Understands the importance of professional relationships with and among school staff;

3.4.a   Knows theories and research underlying effective professional development;

3.4.b   Understands the significance of continual attention to effective teaching practices and discussions about current research and theory;

3.4.c   Understands the critical attributes of an effective PD system;

3.4.d   Demonstrates a commitment to learning.

Assessment

The focus of this assessment is to ensure candidates understand the "power of the personnel function", which includes selecting the right staff and developing and supporting staff.

Data Collection and Analysis: Candidates review the SIP (PD component), the school or district teacher evaluation plan, the SBDM policies on consultation and/or hiring, the school or district teacher induction plan, and the personnel demographics (retention of the teachers, years of experience, etc). Candidates will create an inventory and assessment of personnel resources.

Problem Posed: Today is July 2nd and you were hired as principal July 1st. As you were going through materials on your desk and beginning to plan your to do list, you realize you still have vacancies to fill prior to August 1st. In fact, you still need to fill 20% of the school's teaching positions.

The candidates will:
- Describe the process they will use to hire the needed teachers within three weeks so they may attend a school professional development session, which is scheduled one week prior to start of school. Reflect on what they had to do in a short amount of time to hire the staff and include recommendations on what they will change prior to any further recruitment and selection processes. (1.1.e, 3.1.a-d, 4.3.c-d, 5.4.a)
- Design a plan for implementing a teacher induction program for their school if they decide the one currently in place is insufficient. Or discuss how they can enhance the current program. The plan will be presented to their council and district two months after school begins. (3.2.a-e, 3.3.a, 3.4.a-d)
- Suggest ways to plan for staff support which will increase retention rates and improve the processes for developing and supporting staff. (3.3.a-d, 3.4.a-d, 5.4.a)

Evidence
- Recruitment and selection process description
- Reflection on the recruitment and selection process description
- Plan for teacher induction
- Plan for teacher induction presentation
- Plan for staff support
- Plan for faculty and staff evaluation

Acceptable	Unacceptable
• **Adhered to and documented district hiring policy and procedure (3.1.d)**	• Did not follow district hiring policy and procedure, and/or failed to properly document.
• **Adhered to and documented compliance with SBDM Policy related to staff recruitment and selection including "consultation". (4.3.c)**	• Did not comply with or failed to document SBDM Policy related to staff recruitment and selection including "consultation".
• **Adhered to and documented compliance with EPSB "highly qualified" and certification regulations i.e.- content knowledge check – content expertise – transcript review. (4.3.d)**	• Failed to comply or check on EPSB "highly qualified" and certification regulations i.e.-content knowledge check – content expertise – transcript review.

Acceptable	Unacceptable
• **Documented fair practice in recruitment, interviews and selection e.g. application/interviews pool demographics-interview questions. (5.4.a)**	• Used unfair practices and/or failed to address in recruitment, interviews and selection e.g. application/interviews pool demographics-interview questions.
• **Documented an interview and selection process focused on dispositions and interpersonal skills to assess candidate "fit" to school and position. (1.1.e, 3.1.a-d, 3.3.d, 3.4.d)**	• Interview and selection process did not address dispositions and interpersonal skills to assess candidate "fit" to school and position.
• **Described and defended who is on the teacher selection committee and the processes used. (3.1.a-d, 3.3.d)**	• Did not use or did not discuss who is on the teacher selection committee and the processes used.

• **Described and defended a teacher induction program that includes:**
  o **Orientation**
  o **Acclimation-inculcation**
  o **Mentoring-sponsorship**
  o **Scaffolded requirements for new teachers adding more responsibility each year,**
  o **Compliance with regulations e.g. TPA…**
  (1.1.e, 3.1.a, 3.1.c, 3.2.a-e, 3.3.a-d, 3.4.a-d)
	• Failed to address or provide a rationale for one or more of the components of a quality induction program.

• **Documented and defended strategies or plans in place to provide a variety of recognitions (3.3.b-d)**	• Provided no or a limited plan for recognition and reward.

Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.

How Leadership Influences Student Learning
(Toronto Canada: Ontario Institute for Studies in Education at the University of Toronto, 2004)
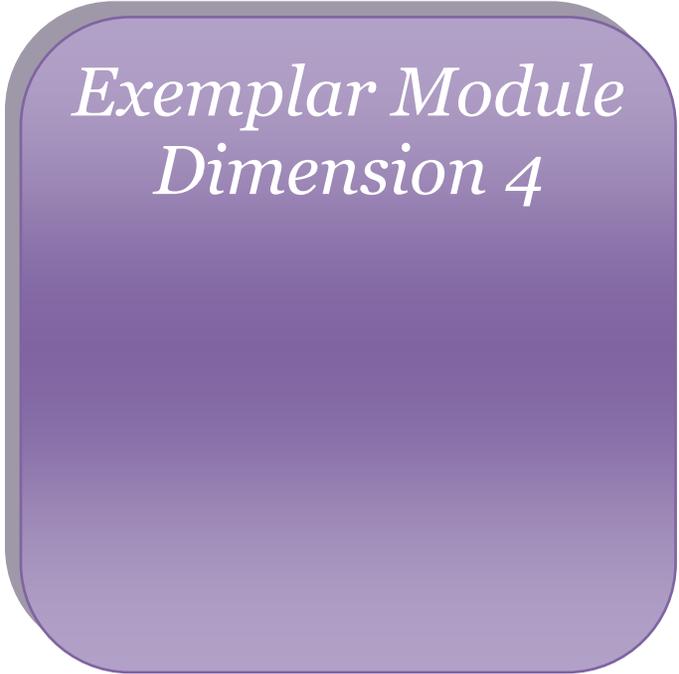
Exemplar Module Dimension 4

Dimension 4: Building Culture and Community

Function 4.1 School Culture
Function 4.2 Learning Communities for Students and Staff
Function 4.3 Professional Ethics

Introduction
Activities for each function are developmental, designed to be completed chronologically (e.g. Part I-III of Function 4.1), but not necessarily in a continuous sequence (i.e., Part I-VIII of Dimension 4). Unless specified as required, resources listed are intended as suggestions only. Field-based projects are completed in schools with support from principals and district administrators.

Field Practice
To develop collaborative leadership skills and holistic understanding of the P-12 principalship, it is recommended that candidates work in three-member groups (each with collective experiences in an elementary school, a middle school, and a high school). Sharing of work with cohort peers and principals is intended to develop reflective skills and ability to respond appropriately to publicly presented questions and criticism. Anchor Assessment for Dimension 4 requires successful completion of Part I-VI.

Part	Directions	Resources	Pacing Guide	LC Indicators	Benchmark Assessment and Evidence
I	**Pre-assessment:** Instructor assesses candidates' understanding of school culture and its impact on student learning and school performance to determine areas of assistance needed to complete fieldwork.				
I a	Candidate will work in three-member groups to review literature on school culture and identify • Formal and informal elements of culture • Culture typology (e.g., toxic, fragmented, balkanized, contrived collegiality, comfortable collaboration, collaborative) • Strategies to transform school culture • School culture components (e.g., rules, policies, norms, values, behaviors) that influence student achievement and social performance • Commercially prepared culture assessments	REQUIRED: *KY Standards and Indicators for School Improvement* Cox (1993)[30] Danielson (2002)[31] Deal & Peterson (1999)[32] Finnan & Swanson (2000)[33] Giancola & Hutchison (2005)[34] Gruenert (2005)[35] Maslowski (2006)[36] Sarason (1996)[37] Zmuda, Kuklis, & Kline (2004)[38]		1.1.e 4.1.a 4.1.b 4.1.c 4.1.d	Candidate prepares reports about culture-study findings that include references to literature and recommendations for action. Prior to distribution to principals of schools where study was conducted, reports are reviewed by cohort peers and instructor who provide feedback for improvement.
I b	Candidate will interview a school principal to determine a school-culture concern that needs to be addressed. Using information gleaned from literature search, candidates work in three-member groups to develop • Template for environmental scan of school climate • Template for review of school documents • Protocols for interviews with stakeholders • Age-appropriate survey for students	Beaudoin & Taylor (2004)[39] Bernhardt (2002)[40] Katzenmeyer (1999)[41] Peterson & Deal (2002)[42] Phillips & Wagner (2003)[43] Snyder (1998)[44]		1.1.e 4.1.a 4.1.b 4.1.c 4.1.d	
I c	Candidate will work in three-member groups to • Gather data using instruments they developed • Analyze data and use findings to evaluate current school culture	Conley (1996)[45] Schabracq (2007)[46] Schein (1999)[47]		4.1.a 4.1.b 4.1.c 4.1.d	

Part	Directions	Resources	Pacing Guide	LC Indicators	Benchmark Assessment and Evidence
II a	**Preparation:** Candidate will prepare short presentations (e.g., meeting agenda, 3-5 PowerPoint slides, handouts) for use during class session attended by principals (including those where culture study was conducted, if possible).				
II b	Candidate will invite principals to a class session where they present culture-study findings and share recommendations about transforming school cultures			4.1.a 4.1.b 4.1.c 4.1.d	Candidate will write individual reflective essays in response to principals' comments about the culture study and submit to instructor for review.
III a	**Pre-assessment:** Instructor assesses candidate's knowledge of engaging stakeholders (e.g., school personnel, families, community members) as active partners in school success to determine areas of assistance needed to complete fieldwork.				
III b	Candidate will work in three-member groups to • Design a perception survey based on readings about engaging all stakeholders as active partners in school success and treating all individuals with fairness, dignity, and respect • Administer perception survey in same school where culture study was conducted (Part 1) • Analyze perception survey data to determine level of stakeholder engagement	Barth (1990)[48] Chadwick (2004)[49] Castontino (2003)[50] Davis & Davis (2007)[51] Dimmock & Walker (2005)[52] Elbot & Fulton (2007)[53] Fiore (2001)[54] Gaziel (1997)[55] Turnbull et al. (2000)[56]		4.1.e 4.1.f 4.1.g	Candidate will prepare reports about stakeholder-engagement findings that include references to literature and recommendations for action. Prior to distribution to principals of schools where studies were conducted, reports are reviewed by cohort peers and instructor who provide feedback for improvement.
IV a	**Pre-assessment:** Instructor assesses candidate's understanding of professional and student learning communities and their impact on student learning to determine areas of assistance needed to complete fieldwork.				

Part	Directions	Resources	Pacing Guide	LC Indicators	Benchmark Assessment and Evidence
IV b	Candidate will read about professional learning communities and then as part of a cohort design a template identifying characteristics of a professional learning community	DuFour & Eaker (1998)[57] DuFour et al. (2004)[58] DuFour et al. (2006)[59] Holcomb (2007)[60]		4.2.a 4.2.b 4.2.c	**Benchmark Assessment:** Candidates prepare reports about learning-community findings that include references to literature and recommendations for action. Prior to distribution to principals, reports are reviewed by cohort peers and instructor who provide feedback for improvement.
IV c	Candidate will work in three-member groups to ▪ Gather data using template in local schools to analyze the extent to which professional and student learning communities exist ▪ Evaluate data collected at each school site separately and use findings to predict effectiveness of professional and student learning communities toward supporting student learning ▪ Review student performance data for each school where template was used and compare their predictions to actual data	Blankstein (2004)[61] Boyer (1995)[62] Castleberry& Wald (2000)[63] Cole (1995)[64] Miller (2000)[65] Roberts & Pruitt (2003)[66] Schmoker (2006)[67] Simpson & Layne (2006)[68] Sullivan & Glanz (2006)[69]		4.2.a 4.2.b 4.2.c	
V a	**Preparation:** Candidate will prepare short presentations (e.g., meeting agenda, 3-5 slides PowerPoint, handouts) for use during class session attended by principals (including those where study was conducted, if possible).				
V b	Candidate will invite principals to a class session to provide feedback about their study findings and recommendations about professional learning communities	Invitations to principals about class session		4.2.a 4.2.b 4.2.c	Candidates write individual reflections about their reactions to principals' comments about the learning-community study and submit to instructor for review.
VI a	**Pre-assessment:** Instructor assesses candidate's knowledge of perception surveys and shares NCATE definition of "diversity" to determine areas of assistance needed to complete fieldwork.				

Part	Directions	Resources	Pacing Guide	LC Indicators	Benchmark Assessment and Evidence
VI b	Candidate will work in three-member groups to ▪ Review a perception survey and define "diverse groups" in P-12 settings ▪ Design a perception survey based on readings about shared sense of community and cooperation, professional learning communities, and shared responsibility for student learning among diverse groups ▪ Administer perception survey in same schools where stakeholder-engagement studies were conducted (Part 1V), if possible ▪ Analyze data about stakeholder perceptions of diversity, shared responsibilities for student learning, and community	REQUIRED: Perception Survey from KDE Bernhardt (2002)[70] Chadwick (2004)[71] Church et al. (2001)[72] Gregory & Kuzmich (2007)[73] Marzano (2003)[74] McLaughlin & Talbert (2006)[75] Sergiovanni (1994)[76] Thomas (2004)[77] Wagner (2003)[78] Wilkerson & Lang (2007)[79] Williams (2006)[80] Zmuda et al. (2004)[81]		4.2.a 4.2.b 4.2.c	Candidate will prepare report about perception-survey findings that includes references to literature and recommendations for action. Prior to distribution to principals, the reports are reviewed by peers and instructor who provide feedback for improvement.
VII a	**Pre-assessment:** Instructor assesses candidate's knowledge of professional ethics of school leaders and dispositions about equity and diversity to determine areas of assistance needed to complete fieldwork.				
VII b	Candidate will review Kentucky code of ethics for school leaders, administrative regulations, and statutes pertaining to professional behavior. Working in three-member groups, candidates • Use information in commercially published case studies to prepare documents (e.g., letters, reports) required by Kentucky • Share and discuss documents to determine accuracy	REQUIRED: Kentucky *Code of Ethics for School Leaders* Appropriate KRSs Appropriate KARs Gray & Smith (2007)[82] Strike, Aller, & Soltis (2005)[83]		4.1.g 4.1.h 4.3.a 4.3.b 4.3.c 4.3.d	Candidate will present case studies to cohort peers and instructor and respond appropriately to questions about ethics violations and actions described in their case studies. This benchmark assessment may be

Part	Directions	Resources	Pacing Guide	LC Indicators	Benchmark Assessment and Evidence
VII c	Candidate will review literature about change agency, relational trust, and ethical and moral leadership. Working in three-member groups, candidates • Develop protocols to use when interviewing principal and conducting focus-group interviews with teachers, students, staff • Conduct interviews at a school, analyze data, and identify potential ethics violations • Prepare an original case study using school data—without disclosing identity of study site—that includes suggested action taken and copies of appropriate documents • Present written case study to district lawyer or administrator for review • Make revisions to case study as needed	Bryk & Schneider (2002)[84] Evans (1996)[85] Hall & Hord (2001)[86] Kouchanek (2005)[87] Sergiovanni (1992)[88]		4.1.g 4.1.h 4.3.a 4.3.b 4.3.c 4.3.d	repeated until candidate feels confident, competent, and comfortable to respond to publicly posed questions about misconduct by others or their own actions.
VIII a	**Pre-assessment:** Instructor assesses candidate's knowledge of developing educational platform to determine areas of assistance needed to complete fieldwork.				

Part	Directions	Resources	Pacing Guide	LC Indicators	Benchmark Assessment and Evidence
VIII b	Candidate w il develop individual two-page educational platforms in which they present their dispositions about principal's role as culture manager, change agent, community builder, and ethical leader and then • Share written copies of platforms with two cohort peers who critique and suggest recommendations for improvement • Practice presenting orally to two cohort peers their educational platform followed by questions from peers	Daresh (2002)[89] Daresh (2006)[90] Daresh & Arrowsmith (2003)[91] Martin et al. (2005)[92]		4.1.a 4.1.b 4.1.c 4.1.d 4.1.e 4.1.f 4.1.g 4.1.h 4.2.a 4.2.b 4.2.c 4.2.d	Candidate will "take a stand" by formally presenting their educational platforms to cohort peers and instructor during mock faculty meeting in which candidates are new principals and by responding appropriately to questions posed. This benchmark assessment may be repeated until candidate feels confident, competent, and comfortable disclosing their dispositions in a public forum.

Anchor
Assessment and
Rubric
Dimension 4

Dimension Four
(Building Culture and Community)

Functions

The candidate:

1.1.e Understands the importance of diversity in developing and implementing curriculum;

4.1.a Understands strategies to reinforce norms of behavior within a school culture conducive to student learning and achievement;

4.1.b Understands strategies to promote effective change;

4.1.c Understands the elements of and impact of formal and informal school culture;

4.1.d Understands how data can be used to influence and inform school culture;

4.1.e Understands that individuals, families and communities need to be active partners in school success.

4.1.f Understands how to engage all stakeholders;

4.1.g Understands the importance of treating all individuals with fairness, dignity and respect;

4.1.h Understands the need to use the influence of the office to enhance student learning and achievement rather than for personal gain;

4.2.a Understands how to create and sustain a school wide learning environment based on a shared sense of community and cooperation;

4.2.b Understands the importance of varied values and opinions;

4.2.c Understands characteristics of professional learning communities that focus on student learning and achievement;

4.2.d Understands how to foster individual and collective accountability among staff members to improve student learning and achievement;

4.3.a Understands the need to model beliefs, ideals, and professional ethics conducive to student learning and achievement;

4.3.b Understands the importance of a commitment to equity and diversity;

4.3.c Understands the roles and responsibilities of all school administrative, departmental and support staff, leadership teams, committees, and school-based council;

4.3.d Understands the importance of modeling a personal and professional code of ethics.

Assessment

The candidate will conduct a climate and culture audit for a given school. The audit may be conducted using materials chosen from the Center for School Safety School Safety Audit protocol, the Standards and Indicators for School Improvement (4 and 5), other previously developed audits and/or local school district audit protocols.

- The candidate shall collaborate with the local school team to identify the purpose of the audit and select data collection strategies from the following possibilities:
  - Structured interviews for teachers, students, parents, classified staff, and others.
  - Surveys of teachers, students, parents, classified staff, and others.
  - On site observations of hallways, classrooms, restrooms, and teacher and classified staff work areas. These observations may include instructional walk-throughs, teacher-student interaction data collection protocols, surveys of areas to determine the level of supervision and safety checks of signage, external security, safety hazards and other related information. (Note: The data collection methods may be those developed by the Center for School Safety or Scholastic Audit teams)(4.1.a, 4.1.b, 4.1.c, 4.1.d, 4.1.f, 4.1.g, 4.2.a, 4.2.b, 4.3.b, 4.3.c)
  - The candidate shall assist with the organization and analysis of data and the development of specific recommendations for action steps. (4.1.a, 4.1.b, 4.1.c, 4.1.d, 4.1.d, 4.1.f, 4.1.g, 4.2.a, 4.2.b, 4.3.b, 4.3.c)
- The candidate shall assist in presenting the recommendations to the faculty and work with the faculty in developing a response to the recommendations. (4.1.a, 4.1.b, 4.1.c, 4.1.d, 4.1.f, 4.1.g, 4.1.h, 4.2.a, 4.2.b, 4.2.d, 4.3.b, 4.3.c)

Evidence
- Copies of all data collection protocols.
- Reflection on the selection and use of these data collection protocols.
- Report of the school culture audit.
- Assessment of the candidate's ability to conduct or facilitate meetings.
- Reflection on the overall process.
- Rubric on the overall performance completed by the mentor and administrator educator.

Acceptable	Unacceptable
• **The candidate uses appropriate group facilitation techniques whenever he/she meets with stakeholder groups. The candidate selects appropriate data collection techniques to accomplish the purposes of the audit. (4.1.a, 4.1.b, 4.1.c, 4.1.e, 4.1.f, 4.1.g, 4.1.h, 4.2.a, 4.2.b, 4.2.c, 4.2.d, 4.3.a, 4.3.b, 4.3.c, 4.3.d)**	• The candidate does not always facilitate group activities properly. The candidate selects marginally appropriate or inappropriate data collection techniques based on the purposes of the audit. (4.1.a, 4.1.b, 4.1.c, 4.1.e, 4.1.f, 4.1.g, 4.1.h, 4.2.a, 4.2.b, 4.2.c, 4.2.d, 4.3.a, 4.3.b, 4.3.c, 4.3.d)

Acceptable	Unacceptable
• **The candidate correctly administers the various data collection protocols, summarizes and interprets the data, and writes a comprehensive report. (4.1.b, 4.1.d, 4.1.f, 4.2.a, 4.2.b, 4.2.c, 4.2.d, 4.3.a, 4.3.b, 4.3.c,)**	• The candidate improperly administers data collection protocols. The candidate does not completely summarize the data, sometimes makes inferences not supported by the data, and writes a report with that is not comprehensive and includes few or no viable suggestions for improving climate. (4.1.b, 4.1.d, 4.1.f, 4.2.a, 4.2.b, 4.2.c, 4.2.d, 4.3.a, 4.3.b, 4.3.c,)
• **The report includes specific suggestions for maintaining and/or developing a positive school culture. (1.1.e, 4.1.a, 4.1.b, 4.1.c, 4.1.d, 4.1.e, 4.1.f, 4.1.g,)**	• The candidate does not work extensively with staff to develop plans for improving culture. (4.1.a, 4.1.b, 4.1.c, 4.1.d, 4.1.e, 4.1.f, 4.1.g,)
• **The candidate works with stakeholders to collaboratively develop an action plan to improve the culture. (4.1.a, 4.1.b, 4.1.c, 4.1.d, 4.1.f, 4.1.g, 4.1.h, 4.2.a, 4.2.b, 4.2.d, 4.3.b, 4.3.c, 4.3.d)**	• The candidate does not work extensively with stakeholders to develop plans for improving culture. (4.1.a, 4.1.b, 4.1.c, 4.1.d, 4.1.f, 4.1.g, 4.1.h, 4.2.a, 4.2.b, 4.2.d, 4.3.b, 4.3.c, 4.3.d)

It may be that the single most important thing that principals model is love for the children in their schools.

Gartner

Dimension 5: Creating Organizational Structures and Operations

Function 5.1 Operational Vision and Mission
Function 5.2 School Improvement Planning and Implementation
Function 5.3   Functions, Procedures and Structures

Introduction
The Dimension of Creating Organizational functions of *Organizational Vision and and Implementation, the Legal Framework* within which a understand the importance of visioning attitudes can inspire others to higher should understand systems thinking as achievement and the role shared decision-planning. Principals should also foster student safety, learning, and every principal to understand the laws, school must function.

candidates with knowledge and skills school improvement planning, framework within which schools operate.

Exemplar Module Dimension 5

Structures and Operations includes the *Mission, School Improvement Planning Functions/Procedures/Structures, and* school operates. Principals should and how modeling values, beliefs, and levels of performance. Additionally, they related to student learning and making plays in school improvement understand how basic management skills achievement. Further, it is important for regulations, and policies under which the

The following assignments will acquaint about the operational vision & mission, organizational structures, and the legal

Field Practice
The following tasks reflect field practice during this study:
• Convene a team of stakeholders to study and address an identified school problem.
• Lead the team through a problem solving/planning process.
• Initiate the implementation of the plan.
• Present a report on the plan/findings/implementation to the appropriate audience (staff, council, department, district level group, etc.).

Part	Directions	Resources	Pacing Guide	LC Indicators	Benchmark Assessment and Evidence
I	Candidate will develop a personal vision of school leadership	The Daily Disciplines of Leadership (Doug Reeves) The Cycle of Leadership (Noel Tichy) Leadership on the Line (Ronald Heifetz & Marty Linsky) School Leadership that Works (Robert Marzano et al)	Early in program	5.1.a	Written vision and mission; oral Teachable Point of View (TPOV) (presentation; etc.)
II	Candidate reviews vision and mission statements from several schools and non educational sources and the processes used to develop those statements	Successful local business and community organization leaders New York City Leadership Academy CD of training materials JCPS PFT program materials	Early in program	5.1.b 5.1.d	Candidate provides samples of mission and vision statements from other organizations; The candidate demonstrates an understanding of the power of collaboration, values and beliefs. The candidate selects two statements that reflect a high level of collaboration and are instrumental in the organization's success and writes a reflection

Part	Directions	Resources	Pacing Guide	LC Indicators	Benchmark Assessment and Evidence
III	Candidate will select a group within the school community and conduct interviews and/or develop and administer a survey. The candidate will use the results to facilitate the development of a vision and mission with the group.	Schools that Learn: A Fifth Discipline Fieldbook (Peter Senge)	Early in program	5.1.a 5.1.b 5.1.d 5.3.b	The candidate provides a vision and mission statement and a description of the process used to develop the statements

IV	Candidate will examine school data and resource allocations such as: SBDM policies, procedures, minutes and agendas; budget allocations; staffing; use of time; assessment results; other pertinent data
	
	Candidate will make a determination if and how the data is used to develop an identified School Improvement Plan (SIP)
	
	Candidate will make recommendations to support, alter, or revamp the SIP development process for the identified school.
	
	Alternate Task:
	
	The candidate will provide evidence that the mission and vision for a school were developed and implemented, fully, partially, or not.
	To accomplish this task the candidate will review:
	    Fiscal and human resource allocations
	    Allocation of time
	    Instructional data
	    School schedules
	    SIP
		Kentucky Association of School Councils
		
		KDE office of Leadership and School Improvement
			In Mid-program	1.1.e
				5.1.b
				5.1.c
				5.2.b
				5.2.c
					The candidate provides a report that details the examined data, the use of resources, delineates the candidate's assessment of the data and allocated resources, and notes the recommendations made by the candidate
					
					The candidate provides a report that shows how resources are allocated to fulfill the vision and mission

Part	Directions	Resources	Pacing Guide	LC Indicators	Benchmark Assessment and Evidence
V	Candidate will lead a group in the evaluation of professional development at a school site to insure that it is research based and aligns with the school's improvement plan (SIP) and assesses how the allocation of time and fiscal resources supports collaboration, professional growth, and student achievement	KDE – e.g. SISI Standard 9 and the Kentucky Professional Development Standards KASA Research based professional development literature Executive summaries 10 Traits of Highly Effective Principals (Elaine K. McEwan)	In Mid-program	5.1.c 5.2.a 5.2.b 5.2.c	The candidate analyzes school professional development and provides a report that includes the examined data, delineate the candidate's assessment of the data, and note the recommendations made
VI	Some selected tasks to determine if vision and mission are developed and implemented: The candidate conducts classroom observations and walkthroughs The candidate reviews school communication vehicles and pieces relative to vision and mission The candidate examines the relationship with the PTA and/or other parent/community organizations The candidate analyzes the organization within the building – leadership teams, departments, etc. and how each address vision and mission	E-walk SISI	Early in program	1.1.e 5.1.c 5.3.a	The candidate produces reports, reflections, and/or analysis of each task

Part	Directions	Resources	Pacing Guide	LC Indicators	Benchmark Assessment and Evidence
VII	Candidate will compile a list of management responsibilities that are common to all three levels and specific to each level. The list should encompass but not be limited to the following areas: instruction; evaluation; safety; transportation; budget and finance; building and grounds; school maintenance; SBDM; employee relations	Building Principals KASC Software applications	On-going	5.3.a 5.4.a	Provide a data base describing management responsibilities, time frames, and needed resources
VIII	The candidate will work to develop and/or responds to case studies that requires the application of federal law, state law, district policies, due process, SBDM regulations, and contracts.	School board policies Federal and state laws and regulations SBDM policies	Mid-program	5.4.a	Case studies and responses to those studies.

If you know of an effective school without an effective principal, call me collect.

Lawrence Lezotte

Anchor
Assessment and
Rubric
Dimension 5

Dimension Five
(Creating organizational Structures & Operations)

Functions

The candidate:

1.1.e   Understands the importance of diversity in developing and implementing curriculum;

5.1.a   Understands the importance of vision and developing a personal vision for school leadership;

5.1.b   Understands the importance of a collaborative process to develop shared beliefs, vision and mission that supports student learning and achievement;

5.1.c   Knows a variety of strategies to align resources, operational procedures and organizational structures with the school vision and mission;

5.1.d   Understands how modeling values, beliefs, and attitudes can inspire others to higher levels of performance;

5.2.a   Understands systems thinking as related to student learning and achievement and designs appropriate strategies;

5.2.b   Understands the role of leadership and shared decision making in school improvement planning.
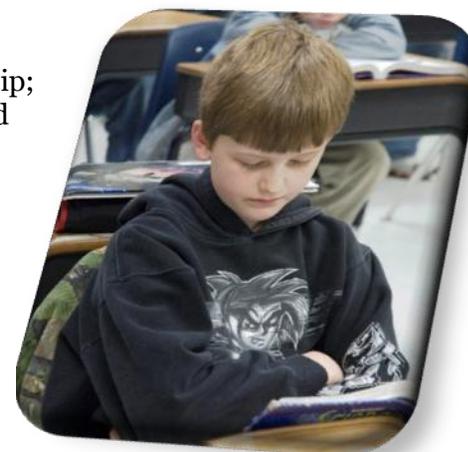
Assessment

The candidate shall:

1. Select one high priority issue/problem at the school that needs to be addressed (e.g., issue/problem could come out of the school improvement plan, a discussion with the principal relative to current trends, needs, etc.). The issue/problem needs to be supported/justified by varied and relevant data (LC Indicators: 5.1.d, 5.2.a).

2. Operate within the framework of existing policies, and convene a team of stakeholders (e.g., teachers, parents, administrators, community members, etc.) to study and address the identified problem. The makeup of the committee should be appropriate given the specific issue/problem. The candidate shall present the findings from the data analysis and the rationale for the selection of the issue/problem to the team of stakeholders (5.1.b, 5.1.d, 5.2.a, 5.2.b).

3. Lead a team review of the vision and mission statements of the school ensuring that the issue will be framed within this context. Additionally, the candidate will lead the team in the development of a vision and mission statement for the team (e.g., team building process) (5.1.a, 5.1.b, 5.1.d).

4. Lead the team through a problem solving/planning process that will:
   a. Define the problem within the school, district, community or state context (5.2.a, 5.2.b).
   b. Detail a plan for addressing the problem (e.g., including specific implementation activities, timeline, staff considerations, budget issues, impact on student learning, barriers, data, etc.) (1.1.e, 5.1.c, 5.2.a).

    c.   Describe how the plan will be strategically implemented (e.g., gaining support, navigating the change process, staff development) (5.1.b, 5.1.c, 5.1.d, 5.2.a, 5.2.b).

    d.   Develop an evaluation plan including strategies for monitoring over time (5.2.a, 5.2.b, 5.3.a, 5.3.b, 5.4.a).

    e.   Design the plan within the boundaries of the laws, regulations, and policies within which the school operates (5.1.c, 5.2.a, 5.4.a).

5.   Initiate the implementation of the plan. (5.2.a-c)

6.   Present a report on the plan/findings/implementation to the appropriate audience (staff, council, department, district level group, etc.).(5.1.a, 5.1.d, 5.2.a-c, 5.3.b)

Evidence

Written report

Rules of engagement with teachers

Minutes from meetings

Data from project from beginning

Strategies for consensus building, conflict resolution

Details of the process

Evidence of what team did

Reflections on process - What would you have done differently and why? What worked well and why?

Feedback from team of teachers – 360 feedback

Self analysis

Acceptable	Unacceptable
• **The candidate identified relevant information sources (including both primary data and salient works from the research literature), and analyzed/interpreted key data to identify potential priority issues or problems (5.1.b, 5.1.c, 5.2.a, 5.2.c, 5.3.b).**	• The candidate utilized data to select an important issue or problem, but did not select sufficient and/or relevant data, and/or did not deploy appropriate or sufficient analysis to justify the selection of the problem or issue (5.1.b, 5.1.c, 5.2.a, 5.2.c, 5.3.b).
• **Operating within the framework of existing policies, the candidate convened a team of stakeholders (attentive to diversity and expertise for the identified issue/problem). The candidate shared findings from the literature review and data analysis with stakeholders, and facilitated a process to identify the highest priority problem/issue (5.2.b, 5.2.c, 5.3.a, 5.3.b, 5.4.a).**	• The candidate convened a team of stakeholders and presented the problem/issue, but did not take necessary steps to ensure appropriate diversity and expertise (5.2.b, 5.2.c, 5.3.a, 5.3.b, 5.4.a).

Acceptable	Unacceptable
• **The candidate then led a team review of the school's vision and mission to ensure that the problem/issue was framed within that context before leading the team through a problem-solving planning and implementation process that was research-based; kept stakeholders involved throughout; focused on vision and mission; established timelines, goals and objectives for implementation; and included checks and monitoring (5.1.a-d, 5.2.b, 5.2.c, 5.3.b).**	• The candidate then led the team through a process that included some, but not all, of these elements: was research-based; kept stakeholders involved throughout; kept mission and vision front and center; established timelines, goals and objectives for implementation; and included impact checks and monitoring. (5.1.a-d, 5.2.b, 5.2.c, 5.3.b).
• **Throughout the process, the candidate involved appropriate policy-making bodies (e.g., site-based council, school board, etc.) in addressing the problem/issue. The candidate also demonstrated strategies and methods for sharing responsibility and incorporating the contributions of all stakeholders, building consensus among team members and maintaining focus on the problem/issue, working to implement the plan as developed (1.1.e, 5.1.b, 5.1.c, 5.2.b, 5.2.c, 5.3.a, 5.3.b, 5.4.a).**	• While aware of appropriate policy-making bodies (e.g., site-based council, school board, etc.), the candidate may not have taken necessary steps to ensure their substantive participation. The candidate, for the most part but perhaps not consistently, built consensus among team members and kept a focus on the problem/issue as the plan was developed and implemented. (1.1.e, 5.1.b, 5.1.c, 5.2.b, 5.2.c, 5.3.a, 5.3.b, 5.4.a).
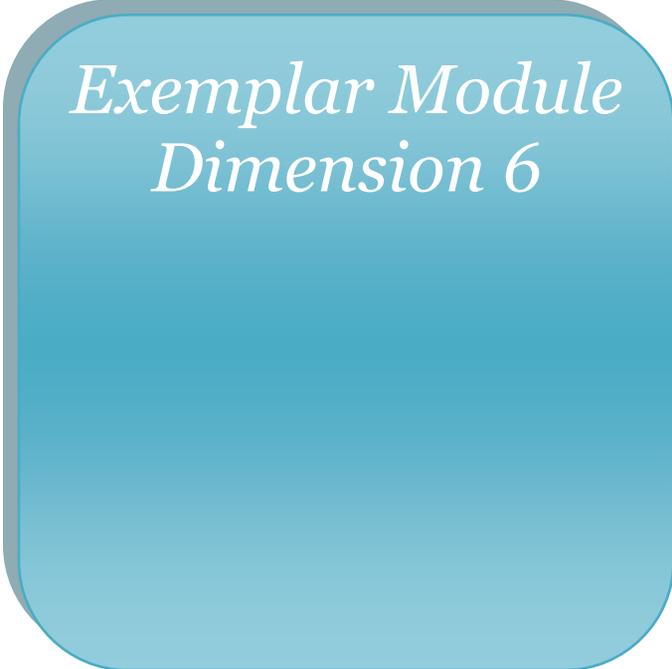
Exemplar Module
Dimension 6

Dimension 6: Leveraging Community Systems and Resources

Function 6.1 Family and Community
Function 6.2 Districts
Function 6.3 Policy Environment

Introduction
The Dimension of *Leveraging Community Systems and Resources* includes the functions of *Family and Community, District, and Policy Environment*. These three functions collectively describe a process for identifying, engaging, and deploying resident resources in the service of supporting student learning outcomes. Principals should be able to build relationships with families, develop partnerships with community stakeholders, and work collaboratively with both leverage varied and multiple resources to support shared goals and objectives. It is crucial that principals know how to identify and engage family and community stakeholders who are representative of the community served by the school; know how to work collaboratively to assess the concerns, needs, and issues of families and communities served by the school; know how to identify, access, and allocate resources to serve jointly identified goals and objectives; and knows how to monitor resource allocation and program implementation to assess and adjust if necessary.

The following assignments are to acquaint candidates with knowledge and skills related to engaging family and community stakeholders in a process of identifying needs and strategies for addressing those needs, and in identifying and allocating resources to support the strategies and address needs.

Field Practice
The following reflect field practice during this study:
- Assess social/historical/political conditions in school community and identify opportunities and barriers relevant to supporting improvements in the school/community.
- Lead family/community partners in a review and analysis of internal and external data to collectively establish a priority issue/opportunity to address, then collaboratively developing an action plan to address the issue.
- Communicate the plan to all appropriate stakeholders and submit it to the appropriate external entity in the relevant format for implementation.

Part	Directions	Resources	Pacing Guide	LC Indicators	Benchmark Assessment and Evidence
I	A team of candidates will assess current conditions within the school community and develop relationships to connect with the community. Steps the team should take include: a) Assess current/historical/political conditions in school community and identify barriers to improved student academic achievement b) Review and analyze cognitive and non-cognitive school data e.g. CATS, NCLB, attendance, suspension, parent conferences, etc. c) Based upon the assessment and data develop essential questions for constituent groups that lead to increased student achievement and learning. d) Meet with parents, community leaders, etc. Utilize protocols that allow for parents to respond to the essential questions and provide insight into the needs of the school community	Kentucky Family and Community Involvement Guide to Student Achievement (from the Parents Advisory Council at KDE) School academic and non-academic data Media to teach how to investigate? Protocols for group meetings	Early in program	1.1.e 6.1.a 6.1.b 6.1.c 6.1.d 6.1.e 6.1.f 6.1.h 6.1.i	Present tape of focus group developed and facilitated by candidate Produce "power map" of the community Produce a written summary of meetings with constituent groups. Include essential questions, responses, identified barriers, and additional information that defines the community. Develop strategies to eliminate identified barriers

Part	Directions	Resources	Pacing Guide	LC Indicators	Benchmark Assessment and Evidence
II	Candidate will select an issue of need that: connects with the school mission and vision; emerges from a data analysis; and is agreed to through conversations with school leadership. Candidate will organize, plan and implement a meeting with 2-3 appropriate constituent groups to discuss the issue, recognize root causes and influences and identify both long and short term solutions	Culture Audits Case studies NEA Family/School Community Partnerships Modules Partnership for Successful Schools The Power of Protocols Joseph McDonald, Nancy Mohr, et. al.	Mid-program	1.1.e 6.1.b 6.1.d 6.1.e 6.1.g 6.1.h	Demonstrate (e.g. presentation, proposal) the connection between the identified problem and the mission and vision of the school Develops a process to identify groups, meeting protocols, and methods of group decision-making
III	With selected members of the school community the candidate will work with other candidates to collaboratively develop an action plan to address the identified issue and communicate that to all appropriate stakeholders.	The 360° Leader John Maxwell Shaking Up the Schoolhouse Phillip C. Schlechty On Common Ground DuFour et al	Late in program	6.1.c 6.2.a 6.2.b 6.2.c 6.2.d 6.3.a 6.3.b	Present completed action plan and discuss steps for implementation Develops a plan that shows: 1.evidence of collaboration; 2. use of District resources e.g. human and capital; 3.steps for implementation; 4. steps for monitoring and assessment (If possible, present commitments from school and community leaders and parents to carry out the action plan)

Anchor
Assessment and
Rubric
Dimension 6

Dimension Six
(Leveraging Community Systems and Resources)

Functions

The candidate:

1.1.e Understands the importance of diversity in developing and implementing curriculum;

6.1.a Understands strategies to build learning relationships with families;

6.1.b Understands strategies to build partnerships with community stakeholders;

6.1.c Understands strategies to leverage multiple resources to improve student learning and achievement;

6.1.d Understands and considers the prevailing values of the diverse community;

6.1.e Understands the importance of community stakeholder involvement in student learning and achievement;

6.1.f Understands how to assess family and community concerns, expectations and needs;

6.1.g Understands how the community environment in which schools operate can be influenced on behalf of all students and their families;

6.1.h Understands the need for ongoing dialogue with representatives of diverse community groups;

6.1.i Understands the importance of being engaged in the larger community outside of the local school;

6.2.a Understands the district protocol for accessing additional external resources;

6.2.b Understands how to allocate and integrate district resources available for addressing all student needs;

6.2.c Understands how to leverage district resources for school improvement;

6.2.d Understands the importance of monitoring and evaluating district resources based on changing student needs.

Assessment

The candidate shall:

1. Select and utilize relevant tools to assess social, historical, and political conditions in the school community (6.1.f, 6.1.g).

2. Identify opportunities and barriers relevant to supporting improvements in the school community. Prepare materials outlining key findings from preliminary analyses and create essential questions. Establish a protocol for selecting and engaging relevant and diverse family and community partners (6.1.a, 6.1.b, 6.1.d, 6.1.e, 6.1.h, 6.1.i).

3. Lead the family and community partners in a review and analysis of internal and external data relative to the opportunities and barriers of the issue(s) (6.1.a, 6.1.b, 6.1.d, 6.1.e, 6.1.h, 6.1.i, 6.3.a, 6.3.b).

4. Building on the review and analysis, the partners will collectively establish a priority issue or opportunity to address (6.1.a, 6.1.b, 6.1.d, 6.1.e, 6.1.h, 6.1.i).

5. Collect, summarize, and synthesize pertinent information (e.g., extant research, programs, policies) that informs and or addresses the issue or opportunity and share relevant information with the group (6.1.a, 6.1.b, 6.1.d, 6.1.e, 6.1.h, 6.1.i).
6. Drawing on pertinent information, the candidate will lead partners in collaboratively developing an action plan to address the issue. The plan will be communicated to all appropriate stakeholders. Revisions to the plan may be made based upon stakeholder feedback (6.1.c, 6.2.a, 6.2.b, 6.2.c, 6.2.d).
7. Plan is submitted to the appropriate external entity in the relevant format for implementation (e.g. new/revised policy, revised SIP/DIP, grant proposal, proposed local ordinance) (6.1.c, 6.2.a, 6.2.b, 6.2.c, 6.2.d).

Evidence
The candidate shall submit a project portfolio including a cover document, all relevant artifacts (data collection instrument/tool, essential questions, protocol, data review analysis findings, minutes, statement of priority issue, resource documents, agendas, action plan, etc.) and a written reflection including possible next steps. Additionally, the candidate will be required to make an oral presentation to the class highlighting the work and emphasizing reflections on outcomes and individual development.

Acceptable	Unacceptable
• **The candidate utilized multiple relevant tools to assess the social, historical and political context and conditions of the school community. (6.1.f, 6.1.g)**	• The candidate assessed the social, historical, and political context and conditions of the school community, but did not use an appropriate number or selection of data tolls and resources.
• **Drawing on that assessment, the candidate prepared appropriate materials (e.g., handouts, PowerPoint presentation) for sharing key findings from the preliminary analyses. (6.1.a, 6.1.b, 6.1.c, 6.1.d, 6.1.e, 6.1.f, 6.1.h, 6.1.i)**	• The candidate shared key findings from the data, but did not prepare and/or use appropriate communication tools and strategies.
• **The candidate selected and engaged relevant and diverse family community partners. (1.1.e, 6.1.a, 6.1.f)**	• Stakeholders were involved but did not adequately represent relevant and diverse family community partners
• **Deploying the above described materials, the candidate led the partners through a review and analysis of a variety of internal and external data resulting in the identification of a priority issue/opportunity to address. (1.1.e, 6.1.b, 6.1.d, 6.1.e, 6.1.g, 6.1.h)**	• The candidate met with community partners to review data and identify a priority issue/opportunity to address, but did not develop and implement a process that ensured substantive participation among partners.

Acceptable	Unacceptable
• **The candidate collected and synthesized varied information (e.g., research, sample policies, model programs) relative to the issue opportunity, developed appropriate materials (e.g., handouts, PowerPoint presentation), presented the information to the group, and led the group in developing an action plan for addressing the issue/opportunity. The candidate worked with the group to submit the plan to the appropriate external entity in the appropriate format for implementation. The candidate submits the required portfolio with all relevant artifacts and a written reflection, and makes an oral presentation to the class highlighting the work and emphasizing reflections on outcomes and individual development. (6.1.c, 6.2.a, 6.2.b, 6.2.c, 6.2.d, 6.3.a, 6.3.b)**	• The candidate collected and summarized information relative to the issue/opportunity, presented the information to the group, and developed an action plan for addressing the issue/opportunity (however, the candidate did not collect adequate and/or relevant information, did not effectively summarize the information, did not effectively present the information to the group, and/or did not ensure substantive involvement of partners).

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