Distributed Teacher and Leader Education

School Improvement Plan

Brief Description

In order to develop the skills necessary to carry out the comprehensive and systematic work of administrators as instructional leaders candidates must design, implement and evaluate three (3) comprehensive action projects during their internship that take into account the unique needs identified in the ISLLC leadership standards, and the diverse educational settings within which the projects are occurring. Administrators often have a variety of school or district improvement projects that would be beneficial to candidate achievement, but require extra time and/or personnel to accomplish. Interns are often viewed as potential resources for such preset projects. Aligning these comprehensive projects to specific standards also improves the likelihood that candidates would be developing competency in specific performance outcomes. More importantly, if the project is constructed properly, not only does the intern benefit greatly from the experience, but the sponsoring school district is ultimately better able to deliver services to its students, creating a win-win situation.

One of these authentic projects requires candidates to identify an area within the school or district that requires improvement and design a needed *improvement plan* through comprehensive long-range planning. With the help of administrators, each intern uses multiple data sources to determine existing conditions and identify an authentic problem. Each intern is expected to recognize the key obstacles for realizing the educational change being proposed and develop strategies for overcoming them. The project concludes with each intern developing the procedures for promoting collaborative decision making during the change process, and developing a systematic plan for involving parents and members of the community.

Alignment to Standards

The *School Improvement Plan* assessment is used by the SBU intern supervisor at the end of the internship to evaluate the work of the intern within the *School Improvement Plan* project. It assesses the **professional and pedagogical knowledge and skills** necessary to work effectively with students, families, colleagues, and other community stakeholders (**community relations**) and the ability to **support student learning and development** by using comprehensive planning to improve on aspects of the educational system. For purposes of NCATE evaluation, only the results for **ISLLC leadership**

standards 1A, 1B, 1C, 1D, 1E, 2E, and 2I will be evaluated by the *School Improvement Plan* assessment.

- **1A Collaboratively <u>develop</u> and <u>implement</u> a shared vision and mission.**
- **1B Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.**
- **1C Create and implement plans to achieve goals.**
- **1D Promote continuous and sustainable improvement.**
- **1E Monitor and evaluate progress and revise plans.**
- **2E Develop assessment and accountability systems to monitor student progress.**
- **2I Monitor and evaluate the impact of the instructional program.**

Scoring Guide

The SBU intern supervisor reviews all aspects of the submitted project to evaluate the level attained by the candidate in each of the ISLLC leadership standards listed in this assessment tool. The intern supervisor evaluates the candidate using a 4-point rubric for each of the ISLLC leadership standards. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. Note: Evaluators should use the ELCC sub-elements listed in the boxes for assistance during the evaluation process. Not all of the ELCC sub-elements have to be observed during the internship.

Scoring Guide:

ISLLC Standard #1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.				
Standard Function	**Unacceptable - 1**	**Min Meets - 2**	**Meets Standards - 3**	**Distinguished - 4**
1A. Collaboratively <u>develop</u> and <u>implement</u> a shared vision and mission.	Candidate **does not** demonstrate the skills needed to work collaboratively with stakeholders to facilitate the development of a vision of learning for a school district that promotes the success of all students. (ELCC 1.1a) Candidate **cannot** formulate the initiatives necessary to motivate staff, students, and families to achieve a school district's vision. (ELCC 1.3a)	Candidate can **partially** demonstrate the skills needed to work collaboratively with stakeholders to facilitate the development of a vision of learning for a school district that promotes the success of all students. Candidate can formulate **one** initiative to motivate staff, students, and families to achieve a school district's vision.	Candidate **can** demonstrate the skills needed to work collaboratively with stakeholders to facilitate the development of a vision of learning for a school district that promotes the success of all students. Candidate **can** demonstrate the ability to formulate initiatives to motivate staff, students, and families to achieve a school district's vision. Candidate **can** demonstrate the ability to bring together and	Candidate can **effectively** develop and demonstrate the skills needed to work collaboratively with stakeholders to facilitate the development of a vision of learning for a school district that promotes the success of all students. Candidate can formulate **many** initiatives to motivate staff, students, and families to achieve a school district's vision. Candidate demonstrates the ability to bring

	Candidate **does not** demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision. (ELCC 1.5a)	Candidate demonstrates a **partial** ability to bring together and communicate effectively with **some** stakeholders within the district and the larger community concerning implementation and realization of the vision.	communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.	together and communicate **effectively** with **all** stakeholders within the district and the larger community concerning implementation and realization of the vision.
1B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.	**Unacceptable - 1**	**Min Meets - 2**	**Meets Standards - 3**	**Distinguished - 4**
	Candidate **does not** demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. (ELCC 1.2b) Candidate **does not** understand the theory and research related to organizational and educational leadership. (ELCC 1.4b)	Candidate demonstrates the ability to use **some** data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate **partially** understands the theory and research related to organizational and educational leadership.	Candidate **can** demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate **can** understand the theory and research related to organizational and educational leadership.	Candidate demonstrates a **comprehensive** use of data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate has a **comprehensive** understanding of the theory and research related to organizational and educational leadership.
1C. Create and implement plans to achieve goals.	**Unacceptable - 1**	**Min Meets - 2**	**Meets Standards - 3**	**Distinguished - 4**
	Candidate **cannot** design research-based plans and/or processes to effectively implement a district vision throughout an entire school district and community. (ELCC 1.3b)	Candidate can **partially** design research-based plans and/or processes to effectively implement a district vision throughout an entire school district and community.	Candidate **can** design research-based processes to effectively implement a district vision throughout an entire school district and community.	Candidate can design **many** research-based plans and/or processes to effectively implement a district vision throughout an entire school district and community.
1D. Promote continuous and sustainable improvement.	**Unacceptable - 1**	**Min Meets - 2**	**Meets Standards - 3**	**Distinguished - 4**
	Candidate **does not** demonstrate the ability to articulate the components of this vision for a district and the leadership	Candidate demonstrates the ability to **partially** articulate the components of this vision for a district	Candidate **can** demonstrate the ability to articulate the components of this vision for a district and the leadership processes	Candidate demonstrates a **strong** ability to articulate the components of this vision for a district and the leadership

	processes necessary to implement and support the vision. (ELCC 1.2a)	and the leadership processes necessary to implement and support the vision.	necessary to implement and support the vision.	processes necessary to implement and support the vision.
1E. Monitor and evaluate progress and revise plans.	**Unacceptable - 1**	**Min Meets - 2**	**Meets Standards - 3**	**Distinguished - 4**
	Candidate **does not** engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals. (ELCC 1.4b)	Candidate **partially** engages in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.	Candidate **can** engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.	Candidate **regularly** engages in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.

ISLLC Standard #2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard Function	**Unacceptable - 1**	**Min Meets - 2**	**Meets Standards - 3**	**Distinguished - 4**
2E. Develop assessment and accountability systems to monitor student progress	Candidate **is not** able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems. (ELCC 2.2b)	Candidate is able to use **some** qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.	Candidate **is** able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.	Candidate is able to use **many** qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a **comprehensive** long-range plan for a district that assesses the district's improvement and accountability systems.
2I. Monitor and evaluate the impact of the instructional program.	**Unacceptable - 1**	**Min Meets - 2**	**Meets Standards - 3**	**Distinguished - 4**
	Candidate **does not** demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs. (ELCC 2.3a) Candidate **does not** demonstrate the ability to allocate and justify resources to sustain the instructional program. (ELCC 2.2d)	Candidate demonstrates **some** ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs. Candidate demonstrates a **partial** ability to allocate and justify resources to sustain the instructional program.	Candidate **can** demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs. Candidate **can** demonstrate the ability to allocate and justify resources to sustain the instructional program.	Candidate demonstrates a **strong** ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs. Candidate can demonstrate a **strong** ability to allocate and justify resources to sustain the instructional program.