



The Standard of Excellence
in Teacher Preparation

Ed. S. in Instructional Leadership and School Administration

Candidate Handbook

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A Manual for Candidates

Theme:

Educator as Reflective Learner

Developed:

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Section I – Field Experience

Bellarmino University Statement of Philosophy

“The one intolerable thing in education is the absence of intellectual design.”

Mark Van Dorn

Bellarmino College was founded in 1950 under the Roman Catholic auspices as a liberal arts college for men. The college became co-educational in 1968, and in that same year, the governance of the college was entrusted to a lay, independent Board of Trustees. Bellarmino became a university in the fall of 2000. Religion and philosophy, however, continue to be essential to the intellectual life and mission of Bellarmino University. These subjects are prominently represented in the general education curriculum, and they reinforce the larger value-centered curriculum of the university.

To accomplish its goal as a liberal arts university, Bellarmino is inspired by the ideal of a community of active learners, persistently engaged in inquiry and communication. The university is committed to the principle that inquiry must be free and far-reaching, exploring such issues as the meaning of God, justice, the individual and society, suffering and death, care and hope; correspondingly, in such a forum of inquiry, communication must be open and, on occasion, respectfully antagonistic. As community is established, inquiry and communication generate a wide range of interpersonal relationships, involving students, faculty, administrators, and alumni, and leading to learning that is a life-long pursuit.

The mission of the university begins in the classroom. It is perfected, however, in the academic community. In the relationships that community makes possible, the whole person undergoes constant and perpetual development: an intellect comfortable with ambiguity; a conscience responsive to justice in moral and social issues; affections that reaffirm commitment within the personal and public realms.

To stimulate this life-long development, the academic community must be a place which gives rise to the experience of diversity, as represented through ethnicity, religion, gender, sexuality, or disability. Within such a community, one has the opportunity to mature in the knowledge of human and global differences, and to experience heightened levels of intellectual authenticity, as well as tolerance and compassion.

The university's commitment to the establishment of academic community is the foundation for its commitment to diversity. Bellarmino identifies its ideal in the college described by John Henry Cardinal Newman as the place where a thousand things come together in the interest of advancing inquiry, verifying discovery, and exposing error.

Mission & Vision of Bellarmino University

Bellarmino University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual's intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmino University seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto: *In Veritatis Amore*, In the Love of Truth.

The Annsley Frazier Thornton School of Education

The Annsley Frazier Thornton School of Education is committed to the mission of Bellarmine University. As an area of specialization, the School of Education is responsible for the education of teachers and P-12 school administrators. The competent educator envisioned by the School has the knowledge, skills, and character necessary for becoming a contributing member of the academic profession and of society, in the complex world of the 21st century. Minimally, graduates in Teacher Education should be able to demonstrate competency in the areas of diagnosis, prescription, and instruction and graduates in Principal Preparation should be able to demonstrate competency in the areas of intellectual, instructional, managerial, and political leadership. Beyond this, however, graduates should be prepared to respond to the broad diversity of learners within the schools, and to direct and control change in a reform-minded educational environment. Meeting the challenges of diversity and change requires great resourcefulness on the part of educators. New methods of implementation and strategies of action need to be devised to meet new school situations.

Effective educators in the 21st century must develop the character traits of leadership. The problems of poverty, racism, family instability, crime, and disease threaten the classroom at a time when technology, diversity, and advanced research signal promise. In this situation, educators are called upon to exercise the leadership that will lead from problem to promise and that will herald confident renewal in the face of apocalypse.

When neither the problems nor the promise of the 21st century is minimized, then the requirements of knowledge, skills, and character for the education graduate can be understood. The combination of resources required by this educator is embodied in the reflective learner.

Annsley Frazier Thornton School of Education (AFTSOE) Program Objectives

The AFTSOE prepares caring and effective educators with the knowledge, skills, and dispositions to teach and lead in diverse settings. Candidates demonstrate proficient to distinguished performance through the following criteria: individual course assessments, field and clinical evaluations, dispositional assessments, benchmark assignments, and standardized exams. Based on this program assessment data, the candidate who achieves proficiency:

- works collaboratively across disciplines, school corridors/environments, and community settings to foster student learning;
- participates and reflects on field and clinical experiences requiring decision-making, intercultural experiences, and collaboration with professionals;
- exhibits educator dispositions that respect and foster the uniqueness and dignity of each individual learner as well as value intellectual, moral, ethical, and professional competencies;
- constructs pedagogical and content based decisions including, but not limited to methods of instruction, classroom management, professional relationships, and methods of assessment; and
- incorporates Valli's five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

Introduction to the Field Experience

Bellarmino University welcomes you to one of the most significant components of the Educational Specialist in Instructional Leadership and School Administration (Ed.S.) Program. The education faculty hopes that your participation in the program will be professionally stimulating and rewarding. This section of the Handbook describes policies, requirements, and information, and provides forms related to the field-based component of Bellarmine University's Education Specialist degree in Instructional Leadership and School Administration.

A student must begin accumulating field experience hours the first semester while enrolled in EDAD 701, EDAD 702, EDAD 703, and EDAD 704. Due to the student's need to gain field experiences in different levels (elementary, middle, and high), beginning to accumulate hours in year-round school

settings during the summer months is a prudent strategy for participants. Therefore, it is imperative that a student reads and digests this handbook in the first semester of preparation.

There are at least four critical purposes for the field experiences:

1. To allow the student to explore the role of the school leader and make an informed choice concerning his/her own career goals;
2. To require the student to actively engage in the work of school assistant principals and principals;
3. To encourage the student to apply concepts and skills gained within the context of his/her courses; and
4. To provide formative and summative data relating to the student's progression in the development as a school leader in relationship to the Interstate School Leaders Licensure Consortium (ISLLC) Standards and the Technology Standards for School Administrators (TSSA).

The field experience serves as a foundation for full implementation of theory into practice. The student has the opportunity to participate in a variety of settings while gathering a wealth of information on the wide variation in leadership approaches and institutional challenges. This field experience constitutes an integral component in the preparation of outstanding leaders for 21st century schools.

Rationale

The field experience component is contained in four courses (EDAD 704, EDAD 706, EDAD 708 and EDAD 712), one per semester and required within the context of other courses taken during each semester. The format intends to provide the student with opportunities to experience the many facets of P-12 school leadership. The student will apply best practices, collaborate with successful administrators, compare processes and procedures, initiate positive changes in the learning climate, produce tangible products, and practice self-reflection. The field experience will be completed in multiple school environments. It is expected that the student will augment skills and dispositions described in the ISLLC Standards and the TSSA.

The professional literature surrounding the topic of principal preparation is full of advocacy for rich field experiences during the pre-service period of the candidate's development. Milstein, Bobroff, and Restine (1991) argue that the preparation of educational administrators is primitive and notoriously weak. Jacobson's (1996) surveys of experienced administrators indicate that only 7% of respondents viewed their university preparation as the most beneficial training for the job. In contrast, 61% indicate that their initial experiences on the job were the most enlightening aspect of their training. These administrators long for pre-service experiences that replicate the realities of the assistant principal and principal jobs. "Field experiences are prominent in the recommendations of all groups searching for improved preparation of school principals" (NAESP, 1990, p. 38). The National Association of Elementary School Principals recommends that "the structure and contribution of clinical experiences should be studied further with the goal of providing richer practical components in programs for aspiring principals" (1990, p. 38). In addition, the Kentucky Education Professional Standards Board requires that each program submitted for approval include authentic field experiences integrated throughout the principal preparation program. The field experiences required as part of Bellarmine's preparation program are designed to meet the recommendations of the researchers devoted to the development of P-12 school leaders.

References

- Jacobson, S. L. (July, 1996). School Leadership in an age of reform: New directions in principal preparation. *International Journal of Educational Reform*, 5, (3), (pp. 271-277).
- Milstein, M. M., Bobroff, B. M., & Restine, L. N. (1991). *Internship programs in Educational administration: A guide to preparing educational leaders*. New York: Teachers College Press.
- National Association of Elementary School Principals (1990). *Principals for the 21st Century*. Alexandria, VA: Author.

**Educational Leadership Policy Standards: ISLLC 2008
as adopted by the National Policy Board for Educational Administration (NPBEA)
December 12, 2007**

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*

Functions:

- A. Collaboratively develop and implement a shared vision and mission.
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

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.*

Functions

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress.
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3: *An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.*

Functions

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: *An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*

Functions

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5: *An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

Functions

- A. Ensure a system of accountability for every student’s academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: *An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*

Functions

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Code of Ethics

Students and the University Supervisor involved in field experiences are expected to adhere to the same Code of Ethics governing the behavior of practicing P-12 administrators. The following Statement of Ethics for Administrators is taken from the National Association of Elementary School Principals and the National Association of Secondary School Principals websites.

Statement of Ethics for Administrators

An educational administrator’s professional behavior must conform to an ethical code. The code must be idealistic and at the same time practical, so that it can apply reasonably to all educational administrators. The administrator acknowledges that the schools belong to the public they serve for the purpose of providing educational opportunities to all. However, the administrator assumes responsibility for providing professional leadership in the school and community. This responsibility requires the administrator to maintain standards of exemplary professional conduct. It must be recognized that the administrator’s actions will be viewed and appraised by the community, professional associates, and students. To these ends, the administrator subscribes to the following statements of standards.

The educational administrator:

1. Makes the well-being of students the fundamental value in all decision making and actions;
2. Fulfills professional responsibilities with honesty and integrity;
3. Supports the principle of due process and protects the civil and human rights of all individuals;
4. Obeys local, state, and national laws;
5. Implements the governing board of education’s policies and administrative rules and regulations;
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals;

7. Avoids using positions for personal gain through political, social, religious, economic, or other influence;
8. Accepts academic degrees or professional certification only from duly accredited institutions;
9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development; and
10. Honors all contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to the contract.

www.principals.org

www.naesp.org

PROFESSIONAL CODE OF ETHICS FOR KENTUCKY SCHOOL CERTIFIED PERSONNEL

The Educational Professional Standards Board (EPSB) handles alleged violations of its Code of Ethics in the same way for teacher and administrator misconduct. The Professional Code of Ethics for Kentucky School Certified Personnel is reproduced below:

704 KAR 20:680

In 1990, the General Assembly of the Commonwealth of Kentucky enacted landmark legislation for education reform throughout the state. As the Kentucky Education Reform Act is implemented across the state, the EPSB calls on Kentucky's educators to reaffirm their commitment to the highest ethical standards. In recognizing the magnitude of our responsibility to learners and to society, we offer this Code of Ethics which reflects and promotes the aspirations of our profession.

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that the EPSB develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the EPSB.

Section 1. Certified personnel in the Commonwealth:

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

To Students

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement;
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo;

pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

To Parents

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities;
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

To the Education Profession

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications;
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

Section 2. Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585. (21 Ky.R. 2344; eff. 5-4-95.)

Goals of the Field Experience

The Goals of the Bellarmine University Principal Preparation field experiences address the behaviors that are critical to demonstrating intellectual, instructional, managerial, and political leadership in P-12 schools. These goals, furthermore, relate to the ISLLC Standards, the TSSA, and the dimensions and functions outlined in the Kentucky Cohesive Leadership System's Continuum for Principal Preparation and Development. In a manner of speaking, activities devised to acquaint the student with the role and duties of the school leader, as well as have the student assume leadership behaviors, are integrated into every course in the program. During the completion of the field experiences, the student will be involved in activities designed to promote collaborative skills, problem solving abilities, and communication skills with a variety of constituents. As well, the student will have the opportunity to promote the use of best practices within an educational setting.

GOALS¹

1. The student who completes the field experiences is an educational leader who has the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community.

2. The student who completes the field experiences is an educational leader who has the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
3. The student who completes the field experiences is an educational leader who has the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
4. The student who completes the field experiences is an educational leader who has the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
5. The student who completes the field experiences is an educational leader who has the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner.
6. The student who completes the field experiences is an educational leader who has the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

¹Excerpts taken from the National Policy Board for Educational Administration Standards for Advanced Programs in Educational Leadership and paraphrases of the ISLLC Standards.

Roles and Responsibilities of Personnel

Field Experience University Supervisor

A member of the Bellarmine education faculty, the university supervisor, works with the student, the schools and the mentor(s) to assure a productive learning experience in EDAD 704, EDAD 706, EDAD 708, and EDAD 712. The university supervisor is the link between Bellarmine and the student. The university supervisor's responsibilities are listed below:

1. The university supervisor interprets the Bellarmine University field experience as it relates to the appropriate courses. This individual will communicate with the student as well as local school personnel. The P-12 leaders serving as mentors are invited to an orientation to further clarify the role of the mentor in a successful field placement. The university supervisor conducts this meeting as well as holding follow-up visits throughout the semester.
2. The university supervisor reads and responds to the student's reflective journal.
3. The university supervisor makes periodic and regular on-site visits and observations and critiques the student's experiences, suggesting alterations to the Action Plan when needed. A Field Observation Form will be used to record evidence of the student's experiences with and progress toward mastery of the Kentucky Cohesive Leadership System's indicators of success.
4. The university supervisor is available to work with the student and school personnel to rectify any problems which may occur.
5. The university supervisor provides expertise in skills, concepts, and policies relevant to the student's experiences.
6. The university supervisor completes a summative evaluation for each

student, meets and shares the evaluation with the student, assigns a grade for the field experience class, and collects and files the Log of Hours and the student's evaluation of the field experience.

7. The university supervisor utilizes the participants' field experience evaluations for the purpose of improving the field experience.

The Field Experience Student

Students seeking principal certification through Bellarmine University will spend a minimum of 240 hours engaged in experiences designed to increase and improve the skills, content knowledge, and dispositions necessary for a successful P-12 school leader. The student is responsible for completing all required experiences as well as seeking out and completing other activities that relate to courses and the standards depicted on the Crosswalk of Standards included in the appendix of this handbook. The student's responsibilities are listed below:

1. The student will submit an Action Plan no later than the first day of each semester. This plan must be approved by the university supervisor. (Format provided in appendix)
2. The student will complete six anchor assessments and a capstone project. Some of the work on these requirements will overlap with the field experience requirements. (Guidelines provided in appendix)
3. The student will maintain a log of hours to be submitted on a designated schedule to the university supervisor. (Format provided in appendix)
4. The student will maintain a reflective journal to be submitted to the university supervisor on a designated schedule. (Format provided in appendix)
5. The student will participate in on-site visits conducted by the university supervisor.
6. The student will participate in a meeting to inform his/her final Professional Growth Plan and will complete an evaluation of the field experience. (Form provided in appendix)

Policy on Complaints/Grievance Procedures

The Annsley Frazier Thornton School of Education (AFTSE) strives to ensure that each student (candidate) has a positive and successful experience in the course, degree or endorsement program in which he/she is enrolled. In the event that a student has a concern or issue which he/she believes is not being addressed successfully, a student grievance procedure is in place to address such a concern. Procedures are as follows:

Step 1: The student (hereby referred to as candidate) first addresses in writing or in person the concern or grievance with the faculty/instructor (for course work concerns) or advisor (for programmatic concerns) in an effort to resolve the issue.

Step 2: If the issue is not resolved at this level (1), the candidate may present the concern or grievance to the program director or department chair of the candidate's program. If an instructor or advisor is involved, their participation in this next level is encouraged with the candidate and program director.

Step 3: If the issue is not resolved at this level (2), the candidate may present the concern or grievance to the associate dean and/or dean of the AFTSE. The associate dean and/or dean may request the participation of other involved parties (Steps 1 & 2) as well in the decisions regarding the candidate's concern.

Step 4: If the issue is not resolved at this level (3), the candidate may appeal the decision of the associate dean and, ultimately, the dean to the Vice-President for Academic Affairs.

Additional Procedures

- A candidate may request that the program director, department chair, or associate dean be present in the initial conversation with faculty or the advisor.
- The faculty or advisor may request that the program director, department chair, or associate dean be present in the initial conversation with the candidate once he/she is apprised of the concern.
- A written record of all meetings and correspondence relative to the candidate's concern is maintained for student grievances that move to **Step 2 or beyond**, with documentation of the resolution.
These documents are housed in the dean's office in a binder of student (candidate) grievances to assure fairness and consistency in the procedures for addressing student grievances.
- Beginning Fall 2011, each AFTSE course syllabus will contain a brief statement about the AFTSE student grievance procedure, directing students to more explanation in the Advising, Benchmarks, and Data Handbook for Initial Certification (ABD), the Advising, Anchors, and Data Handbook for Advanced Programs (AAD), and the Field Handbook for the EdS in Instructional Leadership as follows:
"If an issue or concern about this course or your performance arises, please confer with your instructor first. If the issue cannot be resolved with your instructor, you may elect to confer with the department chair or program director. Concerns should be taken to the Dean's office only after meeting with the department chair or program director first."
- Candidates may access the AFTSE policy in the ABD or the AAD, and the university's policy in the online University Course Catalog.

The P-12 School Administrator

The P-12 school administrator is a valuable member of the field experience team. This individual's role includes mentoring and advising the student; providing opportunities for the student's completion of the course requirements; and participating in an orientation session at the beginning of the semester, participating in at least one interim review of the student's progress during an on-site visit by the university supervisor, and completing an evaluation of the field experience student as well as of the field experience process. The responsibilities of the school administrator are listed below?

1. The P-12 school administrator attends an orientation meeting at the inception of the field experience.
2. At the end of the fall and spring semesters, the P-12 school administrator will participate in a meeting to inform the student's final grade as well as complete an evaluation of the field experience process. (Forms provided in appendix)
3. The P-12 school administrator orients the student to the roles of assistant principal and principal; introduces the student to people, policies, and processes inherent in these roles; and provides the student with opportunities to experience the various facets of the P-12 school administrator's job.
4. The P-12 school administrator provides encouragement, feedback, and expertise to the student.

Guidelines for the Field Experience

Field Experience Timeline

June-August	<p>Determine field experience sites Devise an action plan for completion of EDAD 704 Seek approval of action plan from university field experience supervisor Participate in on-site conferences with university supervisor and P-12 administrator Complete the requirements for EDAD 704 Complete 30 + on-site hours Complete Anchor #3 in the context of EDAD 703 Complete and submit Log of Hours and Field Experience Reflective Journal per university supervisor’s request</p>
August-December	<p>Devise an action plan for completion of EDAD 706 Seek approval of action plan from university field experience supervisor Complete Anchor #1 Participate in on-site observations and conferences with university supervisor and P-12 administrator Complete Anchor #4 in the context of EDAD 705 Complete Anchor #5 in the context of EDAD 706 Complete the requirements for EDAD 706 Complete 90+ on-site hours Complete and submit Log of Hours and Field Experience Reflective Journal per university supervisor’s request Begin work on capstone project</p>
January-April	<p>Devise an action plan for completion of EDAD 708 Seek approval of action plan from university field experience supervisor Participate in on-site observations and conferences with university supervisor and P-12 administrator Complete the requirements for EDAD 708 Complete 90+ on-site hours Complete and submit Log of Hours and Field Experience Reflective Journal per university supervisor’s request Continue work on capstone project</p>
April-July	<p>Devise an action plan for completion of EDAD 712 Seek approval of action plan from university field experience supervisor Complete the requirements for EDAD 712 Complete Anchor #2 in the context of EDAD 709 Complete Anchor #6 in the context of EDAD 712 Complete 30+ on-site hours Complete and submit Log of Hours and Field Experience Reflective Journal per university supervisor’s request Complete and present capstone project</p>

Attendance and Participation

Completion of all class requirements and participation in all class activities is a course expectation. Students failing to participate appropriately or complete required experiences shall receive a failing grade. As the student and university supervisor meet only 5-8 times per semester, attendance at these meetings is imperative. Every attempt will be made to complete a schedule of meetings early in the semester and adhere to that mutually agreed upon schedule. In addition, students will be asked to complete activities that correlate with the field experience within the context of other courses in which they are concurrently enrolled. Participation is mandatory.

Placement at Field Experience Sites

Securing sites for the completion of the field experience will be primarily the responsibility of the student. Permission for all placements must be secured from the university supervisor through the development of the Action Plan and amendments to that document. The university supervisor will make every attempt to work with the appropriate district to engage mentors who have shown leadership in improving student achievement. Assistance locating school leaders willing to offer students opportunities to complete various tasks outside the student's work location is available through the university supervisor. All students will be required to spend at least 25% of their field placement hours in settings other than the level in which they are currently employed, i.e. elementary, middle or high school. Middle and high school are considered secondary and therefore if you are at this level, then 25% of your time must be at the elementary level and vice-versa.

Action Plan

No later than the second week of each semester, each student must submit an Action Plan for completion of the appropriate phase of the field experience (i.e. EDAD 704, Summer I). A template for the Action Plan is included in the appendix of this handbook. The plan is considered approved when endorsed (through a signature) by the University Supervisor. Amendments to this plan are not only expected but encouraged. However, all amendments must be approved by the university supervisor.

Log of Hours and Reflective Journal

Each student will keep a log of hours and reflective journal documenting the Field Experience. These must be submitted, to the university coordinator, monthly. This must be done electronically. Logs and journals are due on the last day of Aug., Sept., Oct., Nov., Feb., Mar., Apr, June, and July. A template for the log and the journal are included in the appendix of this handbook. Students are expected to utilize the work of Linda Valli, (*Listening to Other Voices: A Description of Teacher Reflection in the United States. Peabody Journal of Education, 72*, pp. 67-88) in varying their types of reflection. Dr. Valli's work will be discussed in classes throughout the program.

Accountability and Grading

Grades for the field experience portion of the program will be assigned utilizing the procedures outlined in each of the syllabi for the field experience courses. In addition, each student and P-12 School Administrator will be asked to evaluate the field experience process.

Technology

We live in a technological world, and the P-12 school leader must utilize technology as a tool to learn as well as to complete the myriad of tasks inherent in the roles of assistant principal and principal. A website with documents pertinent to the program will be maintained by the course instructors. In EDAD 704, EDAD 706, EDAD 708, and EDAD 712, students must maintain and submit their Field Experience-Reflective Journals electronically. In addition, professor-to-student and student-to-

professor email will be a common mode of communication. The Collaborative for Technology Standards for School Administrators (TSSA Collaborative) has facilitated the development of a national consensus on what P-12 administrators should know and be able to do to optimize the effective use of technology. These standards are indicators of effective leadership for technology in schools. By virtue of the Kentucky Education Professional Standards Board, Technology Standards for School Administrators (TSSA) became effective January 23, 2004. Kentucky programs that prepare school administrators had to incorporate these standards in all administrator programs by January 2005 and for any submissions to the Division of Educator Preparation by February 15, 2005. The webpage which identifies the Kentucky Performance Standards (<http://www.kyepsb.net/standards/default.html>) now includes the Technology Standards for School Administrators (TSSA).

<http://cnets.iste.org/tssa/>

Technology Standards for School Administrators TSSA Draft Framework, Standards, and Performance Indicators (v4.0)

I. Leadership and Vision – Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

Educational leaders:

- A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
- B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
- C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
- D. use data in making leadership decisions.
- E. advocate for research-based effective practices in the use of technology.
- F. advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.

II. Learning and Teaching – Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

Educational leaders:

- A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
- C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
- D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
- E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

III. Productivity and Professional Practice – Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.

Educational leaders:

- A. model the routine, intentional, and effective use of technology.
- B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.

Name:

Semester/ Year of Registration:

Home Ph:

Work Ph:

Home Email:

Work Email:

Primary Location of Field Experience:

Name of Primary Mentor:
Work Location:
Address:
Phone Number:
Address:

Approval Signature of Mentor:

Using the following format, provide an outline for your field experience over the next semester. Although some detail is not possible, and it is acknowledged that there will be many serendipitous opportunities for learning, a well-thought-out plan will guarantee that the student fulfills the requirements for EDAD 704; EDAD 760; EDAD 708; EDAD 712; and increases his/her skills, content, and disposition for school leadership. The Action Plan must be submitted to the University Supervisor by the first day of the semester. Amendments are expected and even encouraged. However, alterations must be approved by the University Supervisor (and the P-12 School Administrator if appropriate).

Action Plan: (Circle One) EDAD 704 EDAD 706 EDAD 708 EDAD 712

ISLLC Standard or TSSA/or KyCLS Function	Planned Activities/Products	Approximate Timeline
<p>Example: KyCLS: 5.1b Understands the importance of a collaborative process to develop shared beliefs, vision and mission that supports student learning and achievement.</p>	<p>I plan to write an article for the parents' orientation newsletter. In the past, I am not sure that we have done a good job of communicating the school's vision to all stakeholders, and parents are an important part of the school community. Therefore, I would like to communicate the school's vision to parents in such a way that may create awareness and ownership in the overall mission/vision of Lakeside High School</p>	<p>This task will be completed by the newsletter deadline (early August).</p>

Dimension 1. Leading Teaching and Learning

Functions

The candidate:

- 1.1a – Understands the processes to align, audit, monitor, and evaluate curriculum;
- 1.1b – Understands the design, purpose and analysis of curriculum maps and pacing guides that are aligned with Program of Studies, performance standards, and core content;
- 1.1c – Understands how to design course schedule(s) and sequences that provide rigorous programs accessible by all students;
- 1.1d- Understands the strategies and structures to support improvements in literacy and numeracy as the priority in a well rounded curriculum;
- 1.1e- Understands the importance of diversity in developing and implementing curriculum;
- 1.2a- Understands learning interventions to address skill deficits and learning needs of students;
- 1.2b- Understands the process of providing multiple opportunities to learn by regrouping students, re-teaching lessons, and modifying strategies based on formal and informal assessments;
- 1.2c- Understands appropriate use of varied research-based instructional strategies;
- 1.2d- Understands the appropriate use of technology in instructional settings.

EVIDENCE: Reference the Function Indicators for each piece of evidence in your scripts, e.g. 1.1c. Attach additional sheets if necessary.

Dimension 2. Assessing the Instructional Program and Monitoring Student Performance

Functions

The candidate:

- 2.1a Understands the connection between national, state, district, school and classroom assessments and their impact on curriculum and instruction;
- 2.1b Understands how to use the results of multiple assessments to provide meaningful feedback on learning;
- 2.1c 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;
- 2.1d Knows a variety of protocols to promote teacher collaboration in analyzing student work;
- 2.2a Understands how to use data to prioritize decisions and drive change;
- 2.2b Understands how to use assessment data to determine and address curricular gaps;
- 2.2c Understands the importance of monitoring classroom assessments to inform instructional practice;
- 2.2d Understands how to conduct and interpret research to improve student performance;
- 2.2e Understands how to be a good consumer of research;
- 2.2f Understands the need to identify and remove barriers to student learning.

EVIDENCE: Reference the Function Indicators for each piece of evidence in your scripts, e.g. 2.1c. Attach additional sheets if necessary.

Dimension 3. Securing and Developing Staff

Functions

The candidate:

- 1.1e Understands the importance of diversity in developing and implementing curriculum;
- 3.1a Understands the dispositions, content knowledge and pedagogy of effective teachers.
- 3.1b Understands methods of assessing the dispositions, content knowledge and pedagogy of teaching applicants;
- 3.1c 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;
- 3.1d Understands how to apply legal requirements, state and district personnel policies and procedures;
- 3.2a Understands how to evaluate staff performance and plan professional growth of staff;
- 3.2b Understands the Kentucky Teacher Standards and instructional best practices for use in personnel evaluation;
- 3.2c Understands the components and legal requirements of formative and summative staff evaluation;
- 3.2d Understands effective classroom observation techniques and teacher conferencing methods;
- 3.2e Understands how to collaboratively develop professional growth plans based on instructional needs identified through the evaluation process;
- 3.3a Understands the effective use of instructional time and resources for effective learning;
- 3.3b Develops effective methods for open communications between staff and administrators;
- 3.3c Recognizes strategies of motivation, recognition, and rewards in sustaining and improving teacher performance;
- 3.3d Understands the importance of professional relationships with and among school staff;
- 3.4a Knows theories and research underlying effective professional development;
- 3.4b Understands the significance of continual attention to effective teaching practices and discussions about current research and theory;
- 3.4c Understands the critical attributes of an effective PD system;
- 3.4d Demonstrates a commitment to learning.

EVIDENCE: Reference the Function Indicators for each piece of evidence in your scripts, e.g. 3.1c. Attach additional sheets if necessary.

Dimension 4. Building Culture and Community

Functions

The candidate:

- 1.1e Understands the importance of diversity in developing and implementing curriculum;
- 4.1a Understands strategies to reinforce norms of behavior within a school culture conducive to student learning and achievement;
- 4.1b Understands strategies to promote effective change;
- 4.1c Understands the elements of and impact of formal and informal school culture;
- 4.1d Understands how data can be used to influence and inform school culture;
- 4.1e Understands that individuals, families and communities need to be active partners in school success.
- 4.1f Understands how to engage all stakeholders;
- 4.1g Understands the importance of treating all individuals with fairness, dignity and respect;
- 4.1h Understands the need to use the influence of the office to enhance student learning and achievement rather than for personal gain;
- 4.2a Understands how to create and sustain a school wide learning environment based on a shared sense of community and cooperation;
- 4.2b Understands the importance of varied values and opinions;
- 4.2c Understands characteristics of professional learning communities that focus on student learning and achievement;
- 4.2d Understands how to foster individual and collective accountability among staff members to improve student learning and achievement;
- 4.3a Understands the need to model beliefs, ideals, and professional ethics conducive to student learning and achievement;

- 4.3b Understands the importance of a commitment to equity and diversity;
- 4.3c Understands the roles and responsibilities of all school administrative, departmental and support staff, leadership teams, committees, and school-based council;
- 4.3d Understands the importance of modeling a personal and professional code of ethics.

EVIDENCE: Reference the Function Indicators for each piece of evidence in your scripts, e.g. 4.1c.
Attach additional sheets if necessary.

Dimension 5. Creating Organizational Structures and Operations

Functions

The candidate:

- 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;
- 5.2c Understands the development, implementation and monitoring of a school improvement plan aligned with data, policy and regulation;
- 5.3a Understands basic management skills to foster student safety, learning and achievement;
- 5.3b Understands problem-solving techniques for decision making purposes.
- 5.4a Understands the laws, regulations, and policies under which the school must function.

EVIDENCE: Reference the Function Indicators for each piece of evidence in your scripts, e.g. 5.1c.
Attach additional sheets if necessary.

Dimension 6. Creating Organizational Structures and Operations

Functions

The candidate:

- 6.1a Understands strategies to build learning relationships with families;
- 6.1b Understands strategies to build partnerships with community stakeholders;
- 6.1c Understands strategies to leverage multiple resources to improve student learning and achievement;
- 6.1d Understands and considers the prevailing values of the diverse community;
- 6.1e Understands the importance of community stakeholder involvement in student learning and achievement;
- 6.1f Understands how to assess family and community concerns, expectations and needs;
- 6.1g Understands how the community environment in which schools operate can be influenced on behalf of all students and their families;
- 6.1h Understands the need for ongoing dialogue with representatives of diverse community groups;
- 6.1i Understands the importance of being engaged in the larger community outside of the local school;
- 6.2a Understands the district protocol for accessing additional external resources;
- 6.2b Understands how to allocate and integrate district resources available for addressing all student needs;
- 6.2c Understands how to leverage district resources for school improvement;
- 6.2d Understands the importance of monitoring and evaluating district resources based on changing student needs.
- 6.3a Understands how to influence public policy to provide quality education for all students.
- 6.3b Understands how to operate within the political environment in which the school exists.

EVIDENCE: Reference the Function Indicators for each piece of evidence in your scripts, e.g. 6.1c.
Attach additional sheets if necessary.

Appendix C– Log of Field Experience Hours

Field Experience Log of Hours

Name:

Semester/ Year of Registration:

Home Ph:

Work Ph:

Home Email:

Work Email:

Primary Location of Field Experience:

Name of Primary Mentor:

Work Location:

Address:

Phone Number:

Address:

Record the number of clock hours spent on your Field Experience and noted on your log. **DO NOT ESTIMATE.** Take exact numbers from your log.

Total clock hours:	Middle school hours:
Elementary school hours:	High school hours:

Date:	Site:	Primary activity/KyCLS Function Indicator	Required?	Time:
EX:				
8/12	Brown M.S.	Planned and delivered a professional development session on new math textbooks (3.4c)		4.5 hrs.

Appendix – D Reflective Journal Guided Format

Reflective Journal Guided Format:

Page Number: _____

Date:	Location:
<p>Summarize: Tell who, what, where, when, how (Valli-Technical)</p>	<p>Analyze: How does this experience relate to your knowledge of intellectual, instructional, managerial, and/or political leadership? Tie this experience to some aspect of the ISLLC standards or the TSSA standards or one of the function indicators of KyCLS. (Valli-Deliberative and/or Technical)</p>
<p>In addition to reflecting on the diversity of learners, ethnicity or communities and the extent to which the school addresses that diversity, also evaluate the experience as it relates to your beliefs and values: (Valli-Personalistic and/or Critical)</p>	<p>What insights have you gained from this experience, and how will you apply these to your work? (Valli-Personalistic and/or In-and-on Action)</p>

Appendix E- Field Experience Evaluation – Student

Annsley Frazier Thornton
School of Education

Evaluation of Field Experience
Student

Student: _____

Course Name and Number: Field Experience/EDAD _____

Site of Primary Placement: _____

Primary Mentor: _____

Please rate the Field Experience on the following. Your comments are greatly appreciated, and evaluations will assist in refining and improving the experience for future students.

1. One of the primary goals of the Field Experience was to allow you to apply the content and dispositions you are gaining in your other courses. How often were you able to apply information from your program classes to the situations you encountered in your school(s)?

Almost always

Sometimes

Almost Never

Comments:

2. Rate your school as a Field Experience site. Were you able to gain entrance to the people and activities necessary to maximize the opportunities in which you needed to engage?

The school welcomed
my involvement.

It was a struggle to gain
access to experiences.

The school and people in it acted
as a barrier to my completion of
my work.

Comments:

OVER

Evaluation of Field Experience (Student)

Page 2

3. I found the University Supervisor:

Helpful and accessible

Somewhat helpful and
accessible

Uninvolved in my
Field Experience

Comments:

4. Overall, I would rate my Field Experience as

Handbook – Field Experiences / Anchor Assessments / Capstone Project

Outstanding

Good

Fair

Poor

Comments:

5. Please take a minute to make any suggestions you might have for changes in this program. Your comments and ideas are important to the future development of this program.

Comments:

Appendix F – Field Experience Evaluation – Primary Mentor

Annley Frazier Thornton School of Education

Evaluation of Field Experience Primary Mentor

Mentor: _____

Course Name and Number: Field Experience/EDAD

Site of Primary Placement: _____

Student: _____

Your mentorship of the Bellarmine student who is an aspiring school leader is an essential component of our Field Experience course. Please rate the Field Experience on the following. Your comments are greatly appreciated, and evaluations will assist in refining and improving the experience for future students.

1. One of the primary goals of the Field Experience was to allow the student to apply the content and dispositions he/she is gaining in other courses. From your knowledge of the student's work, how often did the activities engaged in seem to reflect the actual work of the school leader.

Almost always	Sometimes	Almost never
Comments:		

2. It is the hope of the faculty at Bellarmine that this student was able to engage in activities that were of assistance to the school as well as augmenting the skills of the student. Please rate the "hassle factor" relative to working with a Field Experience student.

The school welcomed having a field experience student.	The student's involvement was a bit of a hassle but worth my time.	I found this program a hassle and an imposition on my time.
Comments:		

3. I found the University Supervisor:

Helpful and accessible	Somewhat helpful and accessible	Uninvolved in the Field Experience
Comments:		

4. Overall, I would rate the Field Experience as

Outstanding	Good	Fair	Poor
-------------	------	------	------

Comments:

5. Please take a minute to make any suggestions you might have for changes in this program. Your comments and ideas are important to the future development of this program.

Comments:

Attachment G - EDAD 704/706/708/712 – Scoring Guide for Assignment of Student Grade

Total Points Attainable:

			Student Name
First Semester:	100	Second Semester:	150
Third Semester:	150	Fourth Semester:	250

Student's Score: _____

_____ **Date**

Grade: _____

Instructor's Signature

Grading Scale:

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
70-79%	C

Below 70%	F

COMPUTATION OF GRADE

ACTION PLAN	Possible Score	15	15	15	15
Plan completed and submitted by due date unless mutually agreed upon alternative decided	10				
Changes to original plan approved by University Supervisor* Negative number no great than 5 points as applicable					
Plan includes sufficient detail to guide student	5	5			
Comments:					
Total					
COMPLETION OF REQUIRED HOURS	Possible Score	30	40	40	40
Log of hours indicates completion of at least the required minimum number hours/semester	30				
At least 25% of hours attained in settings outside student's work level	20	NA			
Comments:					
Total					

COMPLETION OF REQUIRED ACTIVITIES	Possible Score	NA	NA	NA	40
Student completes all required activities (used to compute grade during final semester only)	40	NA	NA	NA	
Comments:					
Total		NA	NA	NA	

EVIDENCE OF PROGRESS ON ISLLC STANDARDS	Possible Score	20	30	30	30
Evidence gathered during field observations shows progress toward mastery of a majority of the attributes of the six ISLLC standards. (NOTE: The score for the first semester is based on Adequate progress.)					
<p style="text-align: center;">Comments:</p> <p>STANDARD I – Expectations and requirements for this standard were met.</p> <p>STANDARD II – Expectations and requirements for this standard were met.</p> <p>STANDARD III – Expectations and requirements for this standard were met.</p> <p>STANDARD IV - Expectations and requirements for this standard were met.</p> <p>STANDARD V – Expectations and requirements for this standard were met.</p> <p>STANDARD VI – Expectations and requirements for this standard were met.</p> <p>Comments:</p>					
	Total				
SCHOOL IMPROVEMENT PROJECT	Possible Score	NA	25	50	85
Comments:					
	Total				

REFLECTIVE JOURNAL			Possible Score	25	25	25	25
Student engages in at least 4 types of reflection (Valli)	Student engages in three types of reflection (Valli)	Student engages in fewer than three types of reflection (Valli)	15				
15	10	0					
Journal was submitted for review per prescribed timeline	Journal was submitted late at least once during semester	Journal was submitted late at least twice during semester	10				
10	5	0					
Comments:							
			Total				

PARTICIPATION IN ON-SITE VISITS		Possible Score	10	15	15	15
Student was available and attentive during University Supervisor's onsite visits.		10				
Student adhered to on-site visit calendar with any unavoidable changes sought as soon as their necessity was known.		5	NA			
Comments:						
		Total				

TOTAL SCORE AND GENERAL COMMENTS BY SEMESTER		Possible Score	100	150	175	250
Comments:						
Semester I						
Semester II						
Semester III						
Semester IV						
		Total				

Appendix H– Standards Matrix

Crosswalk Between Educational Leadership Policy Standards (ISLLC 2008), Collaborative for Technology Standards for School Administrators (TSSA), Kentucky Cohesive Leadership System (KyCLS), Kentucky’s Standards and Indicators for School Improvement (SISI), Bellarmine University’s General Education Objectives (BU), and the Annsley Frazier Thornton School of Education Objectives (AFTSOE).

STRAND	ISLLC	TSSA	KyCLS	SISI	BU	AFTSOE
I	<p>Standard I Visionary Leadership 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.</p>	<p>Standard I Leadership and Vision Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.</p>	<p>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</p> <p>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</p> <p>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 Function 5.4: Legal Framework</p> <p>Dimension 6 Leveraging Community Systems and Resources Function 6.1: Family and Community Function 6.2: Districts Function 6.3 Policy Environment</p>	<p>Standard I Academic Performance Curriculum</p> <p>Standard 2 Academic Performance Classroom Evaluation/Assessment</p> <p>Standard 3 Academic Performance Instruction</p> <p>Standard 4 Learning Environment Culture</p> <p>Standard 5 Learning Environment Student, Family, and Community Support</p> <p>Standard 7 Efficiency Leadership</p> <p>Standard 8 Efficiency Organizational Structure and Resources</p> <p>Standard 9 Efficiency Comprehensive and Effective Planning</p>	<p>Goal 1 Philosophical Foundation</p> <p>Goal 7 Thinking Skills</p> <p>Goal 8 Communication Skills</p>	<p>Objective 3 Exhibits educator dispositions that respect and foster the uniqueness and dignity of each individual learner as well as value intellectual, moral, ethical, and professional competencies.</p> <p>Objective 5 Incorporates Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.</p>

STRAND	ISLLC	TSSA	KyCLS	SISI	BU	AFTSOE
II	<p>Standard II Instructional Leadership 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.</p>	<p>Standard II Learning and Teaching Educational leaders ensure that curricular design, instructional strategies, and learning environment integrate appropriate technologies to maximize learning and teaching.</p> <p>Standard V Assessment and Evaluation Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.</p>	<p>Dimension 1 Leading Teaching and Learning Function 1.1: Curriculum Function 1.2: Instruction and Learning Interventions</p> <p>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</p> <p>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</p> <p>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</p> <p>Dimension 6 Leveraging Community Systems and Resources Function 6.1: Family and Community Function 6.2: Districts Function 6.3 Policy Environment</p>	<p>Standard I Academic Performance Curriculum</p> <p>Standard 2 Academic Performance Classroom Evaluation/Assessment</p> <p>Standard 3 Academic Performance Instruction</p> <p>Standard 6 Leadership Professional Growth, Development, and Evaluation</p> <p>Standard 7 Efficiency Leadership</p> <p>Standard 8 Efficiency Organizational Structure and Resources</p> <p>Standard 9 Efficiency Comprehensive and Effective Planning</p>	<p>Goal 3 Scientific Knowledge</p> <p>Goal 4 Historical and Social Consciousness</p> <p>Goal 5 Artistic and Literary Comprehension</p> <p>Goal 6 Quantitative Literacy</p> <p>Goal 7 Thinking Skills</p> <p>Goal 8 Communication Skills</p>	<p>Objective 1 Works collaboratively across disciplines, school corridors/environments, and community settings to foster student learning.</p> <p>Objective 4 Constructs pedagogical and content based decisions including, but not limited to methods of instruction, classroom management, professional relationships, and methods of assessment.</p> <p>Objective 5 Incorporates Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.</p>

STRAND	ISLLC	TSSA	KyCLS	SISI	BU	AFTSOE
<p>III</p>	<p>Standard III Organizational Leadership An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</p>	<p>III Productivity and Professional Practice Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.</p> <p>IV Support, Management, and Operations Educational leaders ensure the integration of technology to support productive systems for learning and administration..</p>	<p>Dimension 1 Leading Teaching and Learning Function 1.1: Curriculum Function 1.2: Instruction and Learning Interventions</p> <p>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</p> <p>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</p> <p>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</p> <p>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 Function 5.4: Legal Framework</p> <p>Dimension 6 Leveraging Community Systems and Resources Function 6.1: Family and Community Function 6.2: Districts Function 6.3 Policy Environment</p>	<p>Standard I Academic Performance Curriculum</p> <p>Standard 2 Academic Performance Classroom Evaluation/Assessment</p> <p>Standard 3 Academic Performance Instruction</p> <p>Standard 5 Learning Environment Student, Family, and Community Support</p> <p>Standard 6 Leadership Professional Growth, Development, and Evaluation</p> <p>Standard 7 Efficiency Leadership</p> <p>Standard 8 Efficiency Organizational Structure and Resources</p> <p>Standard 9 Efficiency Comprehensive and Effective Planning</p>	<p>Goal 7 Thinking Skills</p> <p>Goal 8 Communication Skills</p>	<p>Objective 2 Participates and reflects on field and clinical experiences requiring decision-making, intercultural experiences, and collaboration with professionals.</p> <p>Objective 5 Incorporates Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.</p>

STRAND	ISLLC	TSSA	KyCLS	SISI	BU	AFTSOE
IV	<p>Standard IV Collaborative Leadership An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs and mobilizing community resources.</p>		<p>Dimension 1 Leading Teaching and Learning Function 1.1: Curriculum Function 1.2: Instruction and Learning Interventions</p> <p>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</p> <p>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</p> <p>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</p> <p>Dimension 6 Leveraging Community Systems and Resources Function 6.1: Family and Community Function 6.2: Districts Function 6.3 Policy Environment</p>	<p>Standard 4 Learning Environment Culture</p> <p>Standard 5 Learning Environment Student, Family, and Community Support</p> <p>Standard 7 Efficiency Leadership</p>	<p>Goal 8 Communication Skills</p>	<p>Objective 2 Participates and reflects on field and clinical experiences requiring decision-making, intercultural experiences, and collaboration with professionals.</p> <p>Objective 5 Incorporates Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.</p>

STRAND	ISLLC	TSSA	KyCLS	SISI	BU	AFTSOE
V	<p>Standard V Ethical Leadership An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</p>	<p>Standard VI Social, Legal, and Ethical Issues Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issue.</p>	<p>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</p> <p>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</p> <p>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</p> <p>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 Function 5.4: Legal Framework</p>	<p>Standard 2 Academic Performance Classroom Evaluation/Assessment</p> <p>Standard 4 Learning Environment Culture</p> <p>Standard 7 Efficiency Leadership</p>	<p>Goal 2 Theological Foundation</p> <p>Goal 4 Historical and Social Consciousness</p> <p>Goal 9 A Commitment to the Pursuit of Virtue</p>	<p>Objective 3 Exhibits educator dispositions that respect and foster the uniqueness and dignity of each individual learner as well as value intellectual, moral, ethical, and professional competencies.</p> <p>Objective 5 Incorporates Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.</p>

STRAND	ISLLC	TSSA	KyCLS	SISI	BU	AFTSOE
<p>VI</p>	<p>Standard VI Political Leadership An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</p>		<p>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</p> <p>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</p> <p>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 Function 5.4: Legal Framework</p>	<p>Standard 4 Learning Environment Culture</p> <p>Standard 5 Learning Environment Student, Family, and Community Support</p> <p>Standard 7 Efficiency Leadership</p>	<p>Goal 10 Comprehensive Integration</p>	<p>Objective 1 Works collaboratively across disciplines, school corridors/environments, and community settings to foster student learning.</p> <p>Objective 5 Incorporates Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.</p>
	<p>The ISLLC Standards can be found in detail at: http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf</p>	<p>The TSSA standards can be found in detail at: www.cnets.iste.org/tssa/</p>	<p>A complete set of materials from the Kentucky Cohesive Leadership System can be found at http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Leadership+and+Evaluation/Kentucky+Cohesive+Leadership+System+%28KyCLS%29/KY+Cohesive+Leadership+System.htm</p>	<p>The SISI document can be found in detail at: http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Standards+and+Indicators+for+School+Improvement/default.htm</p>	<p>The Bellarmine General Education Goals and Objectives can be found in detail on pages 36-37 of the Bellarmine University Course Catalog 2009–2011.</p>	<p>AFTSOE Program Objectives were adopted by the Faculty of the AFTSOE on 8/23/06. They were designed to operationalize the mission of Bellarmine University.</p>

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Section II – Anchor Assessments

During the course of this program, each student must successfully complete six anchor assessments. Each assessment is tied to one of the Dimensions of the KyCLS Continuum for Principal Preparation and Development. The student will be supported in his/her efforts to complete these projects by both course instructors and the university supervisor for the field experience courses. All of the knowledge and skills necessary for successful completion of these projects is tied to the course work. However, some of the anchors will be graded as a part of the field experience courses and others are scored as part of other required classes. Successful completion of each anchor is required for continuation in the program. The following chart will clarify the timeline for completion of the anchors:

Timeline for Completion of Anchors:

Anchor Dimension	Explanation of Process	Grade/Evaluation
3 Securing and Developing Staff	Summer I: Anchor 3 is tied to EDAD 703, The Human Resources Function of the Principalship. It will be completed within the context of EDAD 703.	The grade for Anchor 3 will be included as part of the evaluation of a candidate's work in EDAD 703. It will be graded by the EDAD 703 instructor.
1 Leading Teaching and Learning	Fall: Anchor 1 is tied to EDAD 702, Data Management and School Leadership (summer semester). The student will begin work on this anchor with the EDAD 702 instructor, however, it will not be due until the end of September, giving the student time to present his/her work in a school setting.	The grade for Anchor 2 will be included as part of the evaluation of a candidate's work in EDAD 706. It will be graded by the university supervisor.
5 Creating Organizational Structures and Operations	Fall: Anchor 5 is a part of EDAD 706, Applying Leadership Theories and Skills to the P-12 School Setting. The university supervisor for EDAD 706 and EDAD 708 will facilitate the completion of this anchor.	The grade for Anchor 5 will be included as part of the evaluation of a candidate's work in EDAD 708. It will be graded by the university supervisor.
4 Building Culture and Community	Fall: Anchor 4 is a part of EDAD 705, Leading and Administering the Elementary School. The instructor for EDAD 705 will facilitate the completion of this anchor.	The grade for Anchor 4 will be included as part of the evaluation of a candidate's work in EDAD 705. It will be graded by the EDAD 705 instructor.
2 Assessing the Instructional Program and Monitoring Student Performance	Summer II: Anchor 2 is a part of EDAD 709, Administrative Issues With Special Populations. The instructor for EDAD 709 will facilitate the completion of this anchor.	The grade for Anchor 2 will be included as part of the evaluation of a candidate's work in EDAD 709. It will be graded by the EDAD 709 instructor.
6 Leveraging Community Systems and Resources	Summer III: Anchor 6 is a part of EDAD 712, Applying Leadership Theories and Skills to the P-12 school setting. The university supervisor for EDAD 712 will facilitate the completion of this anchor.	The grade for Anchor 6 will be included as part of the evaluation of a candidate's work in EDAD 712. It will be graded by the university supervisor.

Anchor Assessment #1

Dimension One Anchor: Leading Teaching and Learning

Functions

The candidate:

- 1.1a – Understands the processes to align, audit, monitor, and evaluate curriculum;
- 1.1b – Understands the design, purpose and analysis of curriculum maps and pacing guides that are aligned with Program of Studies, performance standards, and core content;
- 1.1c – Understands how to design course schedule(s) and sequences that provide rigorous programs accessible by all students;
- 1.1d- Understands the strategies and structures to support improvements in literacy and numeracy as the priority in a well rounded curriculum;
- 1.1e-Understands the importance of diversity in developing and implementing curriculum;
- 1.2a-Understands learning interventions to address skill deficits and learning needs of students;
- 1.2b-Understands the process of providing multiple opportunities to learn by regrouping students, re-teaching lessons, and modifying strategies based on formal and informal assessments;
- 1.2c-Understands appropriate use of varied research-based instructional strategies;
- 1.2d-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. (1.1a, 1.1b, 1.1c, 1.1d, 1.1e, 2.1b, 2.1c, .2.2b, 4.1b, 4.1d)
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. (1.2a, 1.2b, 1.2c, 1.2d, 2.1c, 2.2b, 3.3b, 3.3d, 4.1d, 4.3c, 5.1d, 5.2a, 5.2b, 5.2c, 5.3b, 6.1b, 5.1e)
 - Articulate the relevance of the data to curriculum and instruction. (1.1a, 1.1b, 1.1d, 1.1e, 2.1a, 2.1b, 4.1d, 6.1c, 6.1e)
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. (3.1a, 3.1b, 3.1c, 3.1d)

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

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

RUBRIC FOR ANCHOR ASSESSMENT 1: LEADING TEACHING AND LEARNING

Acceptable	Unacceptable
Identifies how the school uses the process of aligning auditing, monitoring, and evaluating curriculum and includes the results in the school profile. (1.1a)	Partially identifies processes used.
Makes specific recommendations for curricular changes supported by the results and appropriate protocols. (1.1a)	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. (1.1b)	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. (1.1b)	Makes limited or no recommendations supported by the results.
Describes diversity issues relevant to the school’s curriculum. (1.1e)	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. (1.1e)	Uses limited or no research based “best practices” in cultural proficiency to make recommendations for curricular changes.
Describes the use of specific interventions to address skills deficits and learning needs of students. (1.2a)	Describes limited or no interventions to address skills deficits and learning needs of students.

RUBRIC FOR ANCHOR ASSESSMENT 1: LEADING TEACHING AND LEARNING (CONT.)

Acceptable	Unacceptable
Makes specific recommendations for instructional changes supported by the results and best practices in learning interventions. (1.2a)	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. (1.2b)	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. (1.2b)	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. (1.2c)	Describes limited or no practices related to research-based instructional strategies.
Makes recommendations for instructional changes supported by the results and best practices. (1.2c)	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. (1.2d)	Describes limited or no practices related to use of technology.
Makes recommendations for instructional changes supported by the results and best practices. (1.2d)	Recommendations for changes are not supported by the results and best practices.
Reflection specifically connects assignment to performance criteria of standards; areas of strength and for growth within the standards are explicit; use of Valli's forms of reflection is evident to elaborate on decisions related to the assignment.	The student fails to reflect on the assignment or fails to utilize appropriate Valli genres.

The student must score ACCEPTABLE in all areas.

Other indicators addressed in the assessment. (**Bold faced items are assessed in this project.**)

2.1c 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**

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

5.3a Understands basic management skills to foster student learning and achievement

Anchor Assessment #2

Dimension Two Anchor: Assessing the Instructional Program and Monitoring Student Performance

Functions

The candidate:

- 1.1c Understands how to design course schedules and sequences that provide rigorous programs accessible by all students
- 1.1e Understands the importance of diversity in developing and implementing curriculum.
- 1.2a Understands learning interventions to address skill deficits and learning needs of students
- 2.1c 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
- 2.2b Understands how to use assessment data to determine and address curricular gaps
- 2.2f Understands the need to identify and remove barriers to student learning
- 3.1c 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
- 3.2e Understands how to collaboratively develop professional growth plans based on instructional needs identified through the evaluation process
- 3.3a Understands the effective use of instructional time and resources for effective learning
- 4.1d Understands how data can be used to influence and inform school culture
- 4.3b Understands the importance of a commitment to equity and diversity
- 6.1c Understands strategies to leverage multiple resources to improve student learning and achievement
- 6.2b Understands how to allocate and integrate district resources available for addressing all student needs
- 6.2d Understands the importance of monitoring and evaluating district resources based on changing student needs

Assessment

Planning for Changes in Demographics

Students are to place themselves in the shoes of the new principal of Thomas Jefferson Middle School (T.J.). In an orientation meeting with the superintendent, he/she has given the new principal one month to complete the following assignment:

Each student will complete a demographic scan of T.J., using the JCPS website, the system's data books, and any other resources available. (Students wishing to select another school whose demographics has been in flux may consult with the instructor.) The task will involve a look at the demographic changes and subsequent educational needs of the school as a whole. Students must focus on changes since 2000-2001 in race and sex of students, changes in the ECE and options and magnets populations, changes in the percentage of free and reduced lunch students, changes in the ESL populations, progress on state assessments and standardized tests, etc. Students striving for an exceptional outcome will want to look closely at school process data in order to better illuminate the changes occurring in this school. Students must develop a graph (or graphs) or tables depicting this demographic, achievement, and process data. Once the graphics are completed and analyzed, the students must complete a 10-20 page plan (including the graphics). In the plan, the students should briefly summarize the changes in the student population, the possible barriers to student success and discuss the leadership challenges in light of resource allocation, staffing, curricular decisions, professional development, student grouping, and any other issues the aspiring leaders deem critical to the success of this changing middle school. (1.1c, 1.1e, 1.2a, 2.1c, 2.2b, 2.2f, 3.1c, 3.2e, 3.3a, 4.1d, 4.3b) The plan must conclude with a candidate's self-reflection on the assignment.

Evidence:

- * Copies of all graphs and charts of data used to determine degree of change in population
- * Issues relevant to resource (human and material) reallocation
- * Issues relevant to staffing priorities
- * Issues relevant to curricular changes
- * Professional development planned
- * Changes in student grouping and scheduling issues
- * Other

RUBRIC FOR ANCHOR ASSESSMENT 2: PLANNING FOR CHANGES IN DEMOGRAPHICS

Acceptable	Unacceptable
The candidate accesses and creates graphic depictions of data that accurately represents the changes in demographics for the selected school. (2.1c)	The candidate fails to access and/or graphically share enough data to adequately portray the changes in the selected school's demographics.
The candidate uses a narrative format to summarize the changes in demographics. (2.2b, 4.1d, 4.3b)	The candidate fails to adequately summarize the changes represented by the data.
The candidate uses a narrative format to summarize the possible barriers to student learning, within the context of the changing student population. (2.2b, 2.2f, 4.1d, 4.3b)	The candidate fails to summarize the possible barriers to student learning or his/her summary is not substantiated by data tables/graphs.
The candidate presents a thorough and logical plan for allocation of human and material resources. (3.1c, 3.3a, 6.1c, 6.2b, 6.2d)	The candidate fails to presents a thorough and/or logical plan for allocation of human and material resources.
The candidate presents a thorough and logical plan for the determination of any staffing priorities. (3.1c)	The candidate fails to present a thorough and logical plan for the determination of any staffing priorities.
The candidate presents a thorough and logical plan for curricular changes needed to create a successful learning environment for all students. (1.1e, 1.2a, 2.1c, 2.2b, 3.3a)	The candidate fails to present a thorough and logical plan for curricular changes needed to create a successful learning environment for all students.
The candidate presents a thorough and logical plan for the professional development needs of a faculty dealing with the depicted changes in demographics. (3.2e)	The candidate fails to present a thorough and logical plan for the professional development needs of a faculty dealing with the depicted changes in demographics.
The candidate presents a thorough and logical plan for student grouping and scheduling issues relevant to the changes in demographics. (1.1c, 2.2f, 3.3a)	The candidate fails to present a thorough and logical plan for student grouping and scheduling issues relevant to the changes in demographics.
Reflection specifically connects assignment to performance criteria of standards; areas of strength and for growth within the standards are explicit; use of Valli's forms of reflection is evident to elaborate on decisions related to the assignment.	The student fails to reflect on the assignment or fails to utilize appropriate Valli genres.

The student must score ACCEPTABLE in all areas.

Anchor Assessment #3

Dimension Three Anchor: Securing and Developing Staff

Functions

The candidate:

- 1.1e Understands the importance of diversity in developing and implementing curriculum;
- 3.1a Understands the dispositions, content knowledge and pedagogy of effective teachers.
- 3.1b Understands methods of assessing the dispositions, content knowledge and pedagogy of teaching applicants;
- 3.1c 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;
- 3.1d Understands how to apply legal requirements, state and district personnel policies and procedures;
- 3.2a Understands how to evaluate staff performance and plan professional growth of staff;
- 3.2b Understands the Kentucky Teacher Standards and instructional best practices for use in personnel evaluation;
- 3.2c Understands the components and legal requirements of formative and summative staff evaluation;
- 3.2d Understands effective classroom observation techniques and teacher conferencing methods;
- 3.2e Understands how to collaboratively develop professional growth plans based on instructional needs identified through the evaluation process;
- 3.3a Understands the effective use of instructional time and resources for effective learning;
- 3.3b Develops effective methods for open communications between staff and administrators;
- 3.3c Recognizes strategies of motivation, recognition, and rewards in sustaining and improving teacher performance;
- 3.3d Understands the importance of professional relationships with and among school staff;
- 3.4a Knows theories and research underlying effective professional development;
- 3.4b Understands the significance of continual attention to effective teaching practices and discussions about current research and theory;
- 3.4c Understands the critical attributes of an effective PD system;
- 3.4d 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. (1.1e, 3.1a-d, 4.3c-d, 5.4a)
- 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. (3.2a-e, 3.3a, 3.4a-d)
- Suggest ways to plan for staff support which will increase retention rates and improve the processes for developing and supporting staff. (3.3a-d, 3.4a-d, 5.4a)

*The candidate must conclude with a reflection on the project, utilizing Valli’s genre.

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

RUBRIC FOR ANCHOR ASSESSMENT 3: SECURING AND DEVELOPING STAFF

Acceptable	Unacceptable
Adhered to and documented district hiring policy and procedure (3.1d)	Did not follow district hiring policy and procedure, and/or failed to properly document.
Adhere to document compliance with SBDM Policy related to staff recruitment and selection including “consultation.” (4.3c)	Did not comply with or failed to document SBDM Policy related to staff recruitment and selection including “consultation.”
Adhere to and document compliance with EPSB “highly qualified” and certification regulations i.e. content knowledge check, content expertise, transcript review. (4.3d)	Failed to comply or check on EPSB “highly qualified” and certification regulations i.e. content knowledge check, content expertise, transcript review.
Document fair practice in recruitment, interviews and selection e.g. application/interviews pool demographics, interview questions. (5.4a)	Used unfair practices and / or failed to address in recruitment, interviews and selection e.g. application/interviews pool demographics, interview questions.
Document an interview and selection process focused on dispositions and interpersonal skills to assess candidate “fit” to school and position. (1.1e, 3.1a-d, 3.3d, 3.4d)	Interview and selection process did not address dispositions and interpersonal skills to assess candidate “fit” to school and position.
Describe and defend who is on the teacher selection committee and the processes used. (3.1a-d, 3.3d)	Did not use or did not discuss who is on the teacher selection committee and the processes used.
Describes and defends a teacher induction program that includes: 1. Orientation 2. Acclimation-inculcation 3. Mentoring-sponsorship 4. Scaffolded requirements for new teachers adding more responsibility each year, and 5. Compliance with regulatins e.g. TPA.... (1.1e, 3.1a, 3.1c, 3.2a-e, 3.3a-d, 3.4a-d)	Failed to address or provide a rationale for one or more of the components of a quality induction program.
Document and defend strategies or plans in place to provide a variety of recognitions (3.3b-d)	Provided no or limited plan for recognition and reward.
Reflection specifically connects assignment to performance criteria of standards; areas of strength and for growth within the standards are explicit; use of Valli’s forms of reflection is evident to elaborate on decisions related to the assignment.	The student fails to reflect on the assignment or fails to utilize appropriate Valli genres.

The student must score ACCEPTABLE in all areas.

Anchor Assessment #4

Dimension Four Anchor: Building Culture and Community

Functions

The candidate:

- 1.1e Understands the importance of diversity in developing and implementing curriculum;
- 4.1a Understands strategies to reinforce norms of behavior within a school culture conducive to student learning and achievement;
- 4.1b Understands strategies to promote effective change;
- 4.1c Understands the elements of and impact of formal and informal school culture;
- 4.1d Understands how data can be used to influence and inform school culture;
- 4.1e Understands that individuals, families and communities need to be active partners in school success.
- 4.1f Understands how to engage all stakeholders;
- 4.1g Understands the importance of treating all individuals with fairness, dignity and respect;
- 4.1h Understands the need to use the influence of the office to enhance student learning and achievement rather than for personal gain;
- 4.2a Understands how to create and sustain a school wide learning environment based on a shared sense of community and cooperation;
- 4.2b Understands the importance of varied values and opinions;
- 4.2c Understands characteristics of professional learning communities that focus on student learning and achievement;
- 4.2d Understands how to foster individual and collective accountability among staff members to improve student learning and achievement;
- 4.3a Understands the need to model beliefs, ideals, and professional ethics conducive to student learning and achievement;
- 4.3b Understands the importance of a commitment to equity and diversity;
- 4.3c Understands the roles and responsibilities of all school administrative, departmental and support staff, leadership teams, committees, and school-based council;
- 4.3d Understands the importance of modeling a personal and professional code of ethics.

Assessment

1. 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), or other previously developed audits and/or local school district audit protocols.
2. 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)(4.1a, 4.1b, 4.1c, 4.1d, 4.1f, 4.1g, 4.2a, 4.2b, 4.3b, 4.3c)
3. The candidate shall assist with the organization and analysis of data and the development of specific recommendations for action steps. (4.1a, 4.1b, 4.1c, 4.1d, 4.1d, 4.1f, 4.1g, 4.2a, 4.2b, 4.3b, 4.3c)
4. The candidate shall assist in presenting the recommendations to the faculty and work with the faculty in developing a response to the recommendations. (4.1a, 4.1b, 4.1c, 4.1d, 4.1f, 4.1g, 4.1h, 4.2a, 4.2b, 4.2d, 4.3b, 4.3c)
5. The candidate shall utilize Valli's genre to write a reflection on the assignment.

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.

RUBRIC FOR ANCHOR ASSESSMENT 4: BUILDING CULTURE AND COMMUNITY

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. (4.1a, 4.1b, 4.1c, 4.1e, 4.1f, 4.1g, 4.1h, 4.2a, 4.2b, 4.2c, 4.2d, 4.3a,4.3b, 4.3c, 4.3d)	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.
The candidate correctly administers the various data collection protocols, summarizes and interprets the data, and writes a comprehensive report. (4.1b, 4.1d, 4.1f, 4.2a, 4.2b, 4.2c, 4.2d, 4.3a, 4.3b, 4.3c,)	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.
The report includes specific suggestions for maintaining and/or developing a positive school culture. (1.1e, 4.1a, 4.1b, 4.1c, 4.1d, 4.1e, 4.1f, 4.1g.)	The candidate does not work extensively with staff to develop plans for improving culture
The candidate works with stakeholders to collaboratively develop an action plan to improve the culture. (4.1a, 4.1b, 4.1c, 4.1d, 4.1f, 4.1g, 4.1h, 4.2a, 4.2b, 4.2d, 4.3b, 4.3c, 4.3d)	The candidate does not work extensively with stakeholders to develop plans for improving culture.
Reflection specifically connects assignment to performance criteria of standards; areas of strength and for growth within the standards are explicit; use of Valli’s forms of reflection is evident to elaborate on decisions related to the assignment.	The student fails to reflect on the assignment or fails to utilize appropriate Valli genres.

The student must score ACCEPTABLE in all areas.

Anchor Assessment #5

Dimension Five Anchor: Creating Organizational Structures and Operations

Functions

The candidate:

- 1.1e 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: 5.1d, 5.2a).
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 (5.1b, 5.1d, 5.2a, 5.2b).
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) (5.1a, 5.1b, 5.1d).
4. Lead the team through a problem solving/planning process that will:
 - a. Define the problem within the school, district, community or state context (5.2a, 5.2b).
 - 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.) (1.1e, 5.1c, 5.2a).
 - c. Describe how the plan will be strategically implemented (e.g., gaining support, navigating the change process, staff development) (5.1b, 5.1c, 5.1d, 5.2a, 5.2b).
 - d. Develop an evaluation plan including strategies for monitoring over time (5.2a, 5.2b, 5.3a, 5.3b, 5.4a).
 - e. Design the plan within the boundaries of the laws, regulations, and policies within which the school operates (5.1c, 5.2a, 5.4a).
5. Initiate the implementation of the plan. (5.2a-c)
6. Present a report on the plan/findings/implementation to the appropriate audience (staff, council, department, district level group, etc.).(5.1a, 5.1d, 5.2a-c, 5.3b).
7. The candidate shall utilize Valli's genre to write a reflection on the assignment.

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

RUBRIC FOR ANCHOR ASSESSMENT 5: CREATING ORGANIZATIONAL STRUCTURES AND OPERATIONS

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 (5.1b, 5.1c, 5.2a, 5.2c, 5.3b).	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.
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 (5.2b, 5.2c, 5.3a, 5.3b, 5.4a).	The candidate convened a team of stakeholders and presented the problem/issue, but did not take necessary steps to ensure appropriate diversity and expertise .
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 (5.1a-d, 5.2b, 5.2c, 5.3b).	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.
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 (1.1e, 5.1b, 5.1c, 5.2b, 5.2c, 5.3a, 5.3b, 5.4a).	While aware of appropriate policy-making bodies (e.g., sitebased 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..
Reflection specifically connects assignment to performance criteria of standards; areas of strength and for growth within the standards are explicit; use of Valli’s forms of reflection is evident to elaborate on decisions related to the assignment.	The student fails to reflect on the assignment or fails to utilize appropriate Valli genres.

The student must score ACCEPTABLE in all areas.

Anchor Assessment #6

Dimension Six Anchor: Leveraging Community Systems and Resources

Functions

The candidate:

- 1.1e 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 (6.1f, 6.1g).
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 (6.1a, 6.1b, 6.1d, 6.1e, 6.1h, 6.1i).
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) (6.1a, 6.1b, 6.1d, 6.1e, 6.1h, 6.1i, 6.3a, 6.3b).
4. Building on the review and analysis, the partners will collectively establish a priority issue or opportunity to address (6.1a, 6.1b, 6.1d, 6.1e, 6.1h, 6.1i).
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 (6.1a, 6.1b, 6.1d, 6.1e, 6.1h, 6.1i).
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 (6.1c, 6.2a, 6.2b, 6.2c, 6.2d).
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) (6.1c, 6.2a, 6.2b, 6.2c, 6.2d).
8. The candidate shall utilize Valli's genre to write a reflection on the assignment.

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.

RUBRIC FOR ANCHOR ASSESSMENT 6: LEVERAGING COMMUNITY SYSTEMS AND RESOURCES

Acceptable	Unacceptable
The candidate utilized multiple relevant tools to assess the social, historical and political context and conditions of the school community. (6.1f, 6.1g)	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. (6.1a, 6.1b, 6.1c, 6.1d, 6.1e, 6.1f, 6.1h, 6.1i)	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. (1.1e, 6.1a, 6.1f)	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. (1.1e, 6.1b, 6.1d, 6.1e, 6.1g, 6.1h)	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.
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. (6.1c, 6.2a, 6.2b, 6.2c, 6.2d, 6.3a, 6.3b)	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 present the information to the group effectively, and/or did not ensure substantive involvement of partners).
Reflection specifically connects assignment to performance criteria of standards; areas of strength and for growth within the standards are explicit; use of Valli’s forms of reflection is evident to elaborate on decisions related to the assignment.	The student fails to reflect on the assignment or fails to utilize appropriate Valli genres.

The student must score ACCEPTABLE in all areas.

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Section III – Capstone Project

Introduction

The capstone project is similar to an anchor, but is designed to build on the knowledge developed from **all** of the course work completed during the program. **This means that candidates will be asked to apply knowledge, skills and dispositions from all ISLLC, TSSA and KyCLS standards and indicators. Therefore, in the directions for the project, the candidate will find references to specific Dimensions and Functions as they relate to these standards (refer to pages 37-42 of this handbook).** Entitled the SCHOOL IMPROVEMENT PROJECT, this assignment requires the candidate to conduct, lead and evaluate a strategy for school improvement. The project must flow directly from the instructional program. For example, a project to improve transportation processes or work on student behavior in the hallways would not be appropriate. This effort must take place in a P-12 school setting, flow directly from the school's improvement plan, and result in a "service project" for the school targeted. It will provide the opportunity for the candidate to demonstrate independence and originality, to plan and organize a project over a period of time, and to put into practice the many concepts and skills learned. The project will be assigned by the university supervisor within the context of EDAD 704, EDAD 706, EDAD 708, and EDAD 712, and due in Summer II as part of EDAD 712. Failure to meet the requirements of the Capstone Project will result in a student's failure to complete EDAD 712 and thus, an incomplete in the program.

NOTE TO CANDIDATES: The idea for your project may be a proposal from your mentor or one of your own with input from the mentor. The goal of the project must be consistent with the school's Comprehensive School Improvement Plan (CSIP) or a similar document. You should discuss your school improvement idea with the school principal as soon as possible, giving yourself plenty of time to think about a plan that is doable within the framework of the four semesters. In planning the project, assume that you are directing the planning and implementation of the project. However, this should not be a one-aspiring-administrator show. Your ability to engage others in your project will reflect your leadership skills. This effort may prove to be the most satisfying piece of work completed during the program.

On the following pages, a comprehensive set of directions for this project may be found. Candidates should read and follow the steps carefully. Any procrastination could easily result in a candidate who completes the program but fails to meet the requirements for the capstone, thus failing to achieve his/her degree. The rubric should be digested carefully and adhered to as the candidate progresses through the project.

The Capstone Project Process

Project Proposal:

The submission of your design is a way to assure that you are beginning to think about your capstone project. This project should be on the agenda for discussion during the orientation to the field experience meeting to be held by your university supervisor with your school-based mentor and you - during Summer I of the program. A project design will be due to the university supervisor by mid-September. This submission should be a two-to-three page narrative with the purpose of providing your university supervisor with a draft of your intentions and a beginning point for discussion of your ideas. Your design must include specific sections.

Use the following headings to organize your proposal:

Identify the Problem / Opportunity for Improvement

1. Identify a problem and substantiate it with a brief summary of data that justifies this problem as a priority for this school. The problem should flow from the school's CSIP or other appropriate planning document. Explain why the problem needs to be solved and the potential benefit to student achievement. Identify the KyCSL dimension and functions related to the problem you have chosen.

Context

2. Discuss the context in which the problem exists.

Procedures

3. State, in general, the procedures you will use to complete the project. Identify your methodology, the people who need to be involved in your project, and a rough timeline for completion. Remember that your project will be presented in Summer II. Those students engaged in a multi-year project will still need to present a thorough progress report at that time.

Assessment

4. Describe a method for assessing the success of your project. How will you know if you have solved the problem identified through the CSIP?

The Capstone Project

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 standardized test data, 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 project is conducted as well as the university supervisor for the field experience courses, 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.
- The candidate will identify and recruit stakeholder groups (including parents or community persons) that will participate in the school improvement strategy.
 - The candidate will coordinate and direct the school improvement strategy by leading stakeholder group/s to:
 - Collect, synthesize and analyze relevant data to assess the instructional program and monitor student performance;
 - Prioritize and report findings using meaningful data displays;
 - Investigate professional literature and research that informs the project;
 - Identify an action to increase student achievement based on the findings;
 - Develop a plan to implement the action;
 - Develop a plan to evaluate the success of the actions:
 - Initiate the plan;
 - Collect, synthesize and analyze relevant data to assess the impact of the project on student achievement;
 - Prepare a report on the project and the outcomes of the initiative.
 - Deliver the report to a group of school-based stakeholders. The university supervisor will attend to evaluate the capstone project utilizing the rubric provided on page 62 of this handbook.
- The candidate will provide the university supervisor with a written reflection on the capstone project, utilizing appropriate genre from Linda Valli's work.

RUBRIC CAPSTONE PROJECT: SCHOOL IMPROVEMENT PROJECT

Acceptable	Unacceptable
By the end of September, the candidate conferred with his/her school-based mentor and the university supervisor and submitted a project proposal.	The candidate failed to submit a project proposal or submitted the proposal late or failed to confer with the principal and university supervisor. (Candidates falling into this category may be exited from the program.)
The project proposal flows from the school's improvement plan and is directed toward the improvement of student achievement. (Dimension 1: Function 1.2; Dimension 2: Functions 2.1, 2.2; Dimension 4: Function 4.3; Dimension 5: Functions 5.1, 5.2)	The candidate fails to select a project stemming from the school's improvement plan or the project does not deal specifically with student achievement.
The candidate works with stakeholders to collect, analyze and synthesize school data from a variety of sources to determine student needs or gaps between the school's vision/mission and the realities depicted by the data. (Dimension 2: Functions 2.1, 2.2; Dimension 3; Function 3.1; Dimension 6: Function 6.1)	The candidate fails to collect data or data is not relevant or data does not justify the proposed project or stakeholders uninvolved in this stage of the project.
The candidate works with stakeholders to create data displays that depict the school data justifying the need for this project. (Dimension 2: Functions 2.1, 2.2; Dimension 6: Function 6.1)	The candidate fails to create informative data displays or fails to involve stakeholders in this phase of the project.
The candidate will access research that informs his/her project. The research will be shared with appropriate stakeholders. (Dimension 1: Function 1.2; Dimension 4: Function 4.2)	The candidate fails to adequately research the practices proposed in his/her project.
The candidate, in collaboration with stakeholders, proposes a strategy to correct the deficiency, including curriculum, instruction, assessment, resource allocation, and personnel interventions and determines that the interventions are consistent with all policies and regulations. (Dimension 1: Functions 1.1, 1.2; Dimension 2: Function 2.1, 2.2; Dimension 3: 3.2, 3.3, 3.4; Dimension 4: 4.1, 4.2; Dimension 5: Function 5.1, 5.4; Dimension 6: Functions 6.2, 6.3)	The candidate's proposal does not include strategies that include curriculum, instruction, assessment, resource allocation, and personnel interventions or the candidate fails to collaborate with stakeholders in this phase of the project.
The candidate, in collaboration with stakeholders, develops and plan and timeline to implement the strategies for intervention. (Dimension 1: Function 1.2; Dimension 2: Function 2.2; Dimension 3: Function 3.3; Dimension 5: Function 5.2)	The candidate's plan for implementation or the timeline is inadequate or the candidate fails to collaborate with stakeholder in this phase of the project.
The candidate, in collaboration with stakeholders, develops a plan to evaluate the success of the interventions. (Dimension 2: Function 2.2; Dimension 4: Function 4.2; Dimension 6: Function 6.2)	The candidate fails to develop a plan that will effectively evaluate the interventions or fails to collaborate with stakeholders in this phase of the project.

The student must score ACCEPTABLE in all areas.

RUBRIC CAPSTONE PROJECT: SCHOOL IMPROVEMENT PROJECT (CONT.)

Acceptable	Unacceptable
The candidate, in collaboration with stakeholders, initiates the intervention. (Dimension 1: Functions 1.1, 1.2; Dimension 2: Functions 2.1, 2.2; Dimension 3: Function 3.3, 3.4; Dimension 4: Function 4.1, 4.2, 4.3; Dimension 5: 5.1, 5.2, 5.3, 5.4; Dimension 6: Function 6.1, 6.2, 6.3)	The candidate fails to implement his/her plan or fails to involve stakeholders in this phase of the project.
The candidate works with stakeholders to collect, analyze and synthesize school data from a variety of sources to determine the outcomes of the intervention(s). (Dimension 2: Functions 2.1, 2.2; Dimension 3; Function 3.1; Dimension 6: Function 6.1)	The candidate fails to collect data adequate to measure the outcomes of the intervention or fails to involve stakeholders in this phase of the project.
The candidate works with stakeholders to prepare and deliver a report on the project and its outcomes. All phases of the project should be included in the presentation. (Dimension 1: Functions 1.1, 1.2; Dimension 2: Functions 2.1; 2.2; Function 3: Function 3.4; Dimension 4: Functions 4.1; 4.2; 4.3; Dimension 5: Functions 5.1, 5.2, 5.3, 5.4; Dimension 6: Functions 6.1, 6.2, 6.3)	The candidate fails to present a report including all phases of the project or fails to involve stakeholders in this phase of the project.
Reflection specifically connects assignment to performance criteria of standards; areas of strength and for growth within the standards are explicit; use of Valli's forms of reflection is evident to elaborate on decisions related to the assignment.	The student fails to reflect on the assignment or fails to utilize appropriate Valli genres.

The student must score ACCEPTABLE in all areas.