



Stony Brook University

Distributed Teacher and Leader Education

Content Knowledge Assessment (EDL)

1. Brief Description

As was discussed in Section I, #2, candidates taking courses in the Educational Leadership Program experience authentic educational activities, called Authentic Performance Activities (APA). These APA support and rely upon the **content knowledge** and skills attained from each course taken in the program and are worth a particular number of hours towards the Professional Internship that occurs at the conclusion of the program. These APA become the basis for determining the level of proficiency attained by each candidate for the specific **content knowledge** learned within each course. Faculty members use the specific *Content Knowledge Assessment* tool for their particular course to express the level of **content knowledge** attained by each candidate in the course as reflected in the Authentic Performance Activity assigned in the course.

The Authentic Performance Activities should be challenging, authentic and aligned to the ELCC standards addressed in each of the individual required courses. In a spirit of collaboration and sharing faculty members teaching the same courses have met and designed these Authentic Performance Activities for the courses they teach. The next step was to design appropriate *Content Knowledge Assessments* that would be aligned to each APA. What follows is an overview of each Authentic Performance Activity and the corresponding *Content Knowledge Assessment* used to evaluate how well candidates are learning **content knowledge** throughout the program.

CEQ 501 (Educational Leadership Theory I): Students are expected to develop, plan and implement an *activities program* in a collaborative setting that recognizes and accounts for learning differences, multicultural awareness, gender sensitivity, appreciation of ethnic diversity, and athletic needs of participants.

CEQ 502 (Educational Leadership Theory II): Students are expected to analyze K-12 student performance data related to a school/district *improvement plan*. Students will evaluate the plan and make specific recommendations for improvements and outline the implications to the school/district setting.

CEQ 503 (Educational Leadership Practice): Students are expected to present an *improvement plan* developed through integrated community involvement that will focus on a present program in your school.

CEQ 515 (School District Leadership): Students are expected to assess the needs of a school or district from which a **strategic plan** can be designed to promote K-12 student learning, accounting for positive culture and community involvement.

CEQ 528 (School Law): Students are expected to **research a School Board policy** on a specific topic related to the course comparing the policy to the practice in the school district where the student works (lives). Students will compare the policy and practice to federal, state constitutional, statutory and regulatory provisions governing education in New York State.

CEQ 541 (School Building Leadership): Students are expected to review and improve upon the existing *communications plan* that enables information to flow between staff members and stakeholders in the district community.

CEQ 555 (Supervision of Instruction): Students are expected to lead a school or district taskforce that conducts a *curriculum audit* to demonstrate alignment of curriculum, pedagogy and assessment with consideration for philosophical, sociological, and historical foundations.

CEQ 571 (School Business Administration): Students are expected to review actual financial documents used by school districts and develop a *comprehensive budgetary picture* of how school districts respond to educational goals, community needs, legislation and cultural norms, when designing equitable budgets that will promote student achievement.

CEQ 572 (School Personnel Management): Students are expected to review and evaluate a district’s **staff development plan** and its plan for assisting the marginal teacher.

2. Alignment to Standards

The following chart, the essence of which is shared with all faculty within their course syllabi, reflects which ISLLC standards must be aligned to the Authentic Performance Activities (APA) required in each course chosen for Assessment #2. The **Content Knowledge Assessment** tool is subsequently used to ascertain the level of **content knowledge** attained by candidates in these specific ISLLC standards.

Gray = ISLLC standards (Content Knowledge) aligned to each course (APA).

<i>ISLLC Content Knowledge Standards</i>	<i>CEQ 501</i>	<i>CEQ 502</i>	<i>CEQ 503</i>	<i>CEQ 515</i>	<i>CEQ 528</i>	<i>CEQ 541</i>	<i>CEQ 555</i>	<i>CEQ 571</i>	<i>CEQ 572</i>
1A. Collaboratively develop and implement a shared vision and mission.									
1B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.									
1C. Create and implement plans to achieve goals.									
1D. Promote continuous and sustainable improvement.									
1E. Monitor and evaluate progress and revise plans.									
2A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.									
2B. Create a comprehensive, rigorous, and coherent curricular program.									
2C. Create a personalized and motivating learning environment for students.									
2D. Supervise instruction.									
2E. Develop assessment and accountability systems to monitor student progress									
2F. Develop the instructional and leadership capacity of staff.									

2G. Maximize time spent on quality instruction.									
2H. Promote the use of the most effective and appropriate technologies to support teaching and learning.									
2I. Monitor and evaluate the impact of the instructional program.									
3A. Monitor and evaluate the management and operational systems.									
3B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.									
3C. Promote and protect the welfare and safety of students and staff.									
3D. Develop the capacity for distributed leadership.									
3E. Ensure teacher and organizational time is focused to support quality instruction and student learning.									
4A. Collect and analyze data and information pertinent to the educational environment.									
4B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.									
4C. Build and sustain positive relationships with families and caregivers.									
4D. Build and sustain productive relationships with community partners.									
5A. Ensure a system of accountability for every student's academic and social success.									
5B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior.									
5C. Safeguard the values of democracy, equity, and diversity.									
5D. Consider and evaluate the potential moral and legal consequences of decision-making.									
5E. Promote social justice and ensure that individual student needs inform all aspects of schooling.									
6A. Advocate for children, families, and caregivers.									
6B. Act to influence local, district, state, and national decisions affecting student learning.									
6C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.									

CONTENT KNOWLEDGE ASSESSMENT – CEQ 501

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 501 APA:

You are to develop, plan and implement an **activities program** in a collaborative setting within your school. It should reflect research-based strategies. During the developmental process of this activities program you must become aware of the knowledge you need to accomplish the following:

1. Recognize and account for learning differences, multicultural awareness, gender sensitivity, appreciation of ethnic diversity, and athletic needs of participants.
2. Use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources

- such as student assessment results, student and family demographic data, and an analysis of community needs.
3. Plan programs to motivate staff, students, and families to achieve a school district's vision.
 4. Improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (1A, 1B, 2A and 2C).

- 1A. Collaboratively develop and implement a shared vision and mission.
- 1B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.
- 2A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.
- 2C. Create a personalized and motivating learning environment for students.

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

Scoring Guide:

ISLLC Standard #1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.				
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
1A. Collaboratively <u>develop</u> and <u>implement</u> a shared vision and mission.	Candidate cannot formulate the initiatives necessary to motivate staff, students, and families to achieve a school district's vision.	Candidate can formulate one initiative to motivate staff, students, and families to achieve a school district's vision.	Candidate can demonstrate the ability to formulate initiatives to motivate staff, students, and families to achieve a school district's vision.	Candidate can formulate many initiatives to motivate staff, students, and families to achieve a school district's vision.
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4

<p>1B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.</p>	<p>Candidate does not demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate does not understand the theory and research related to organizational and educational leadership. (ELCC 1.4b)</p>	<p>Candidate demonstrates the ability to use some data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate partially understands the theory and research related to organizational and educational leadership.</p>	<p>Candidate can demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate can understand the theory and research related to organizational and educational leadership.</p>	<p>Candidate demonstrates a comprehensive use of data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. Candidate has a comprehensive understanding of the theory and research related to organizational and educational leadership.</p>
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ISLLC Standard #2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.				
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
<p>2A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.</p>	<p>Candidate cannot develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.</p>	<p>Candidate can partially develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.</p>	<p>Candidate can develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.</p>	<p>Candidate can effectively develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.</p>

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
<p>2C. Create a personalized and motivating learning environment for students.</p>	<p>Candidate does not understand and cannot apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. Candidate does not understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.</p>	<p>Candidate partially understands and can partially apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. Candidate partially understands how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.</p>	<p>Candidate can understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. Candidate can understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.</p>	<p>Candidate comprehensively understands and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. Candidate comprehensively understands how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.</p>

CONTENT KNOWLEDGE ASSESSMENT – CEQ 502

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 502 APA:

You are to analyze student performance data related to a school/district improvement plan. Make specific recommendations for improvements to the plan and outline the implications to the school/district setting. During the evaluation process of this improvement plan you must become aware of the knowledge you need to accomplish the following:

1. Collect, organize and analyze student performance data and do a detailed comparison to the goals of a specific improvement plan.
2. Evaluate the effectiveness of the improvement plan and advocate for modifications in the plan that will provide success for all students.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (**1C, 1D, and 1E**).

- **1C. Create and implement plans to achieve goals.**
- **1D. Promote continuous and sustainable improvement.**
- **1E. Monitor and evaluate progress and revise plans.**

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

Scoring Guide:

ISLLC Standard #1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.				
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
1C. Create and implement plans to achieve goals.	Candidate cannot design research-based plans and/or processes to effectively implement a district vision throughout an entire school district and community. (ELCC 1.3b)	Candidate can partially design research-based plans and/or processes to effectively implement a district vision throughout an entire school district and community.	Candidate can design research-based processes to effectively implement a district vision throughout an entire school district and community.	Candidate can design many research-based plans and/or processes to effectively implement a district vision throughout an entire school district and community.
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
1D. Promote continuous and	Candidate does not demonstrate the ability	Candidate demonstrates the	Candidate can demonstrate the ability to	Candidate demonstrates a strong ability to articulate

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

CONTENT KNOWLEDGE ASSESSMENT – CEQ 503

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 503 APA:

You are to present an **improvement plan** developed through integrated community involvement that will focus on a present program in your school. During the developmental process of this plan you must become aware of the knowledge you need to accomplish the following:

1. Engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.
2. Use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (**2B, 2I, and 5A**).

- **2B. Create a comprehensive, rigorous, and coherent curricular program.**
- **2I. Monitor and evaluate the impact of the instructional program.**
- **5A. Ensure a system of accountability for every student's academic and social success.**

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

Scoring Guide:

ISLLC Standard #2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.				
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2B. Create a comprehensive, rigorous, and coherent curricular program.	Candidate does not demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method. (ELCC 2.2a) Candidate does not demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement. (ELCC 2.2c)	Candidate demonstrates a partial understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method. Candidate demonstrates some ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.	Candidate can demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method. Candidate can demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.	Candidate can demonstrate a comprehensive understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method. Candidate can demonstrate a strong ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2I. Monitor and evaluate the impact of the instructional program.	Candidate does not demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs. (ELCC 2.3a) Candidate does not demonstrate the ability to allocate and justify resources to sustain the instructional program. (ELCC 2.2d)	Candidate demonstrates some ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs. Candidate demonstrates a partial ability to allocate and justify resources to sustain the instructional program.	Candidate can demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs. Candidate can demonstrate the ability to allocate and justify resources to sustain the instructional program.	Candidate demonstrates a strong ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs. Candidate can demonstrate a strong ability to allocate and justify resources to sustain the instructional program.

ISLLC Standard #5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.				
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4

<p>5A.Ensure a system of accountability for every student’s academic and social success.</p>	<p>Candidate is not able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district’s improvement and accountability systems. (ELCC 2.2b)</p>	<p>Candidate is able to use some qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district’s improvement and accountability systems.</p>	<p>Candidate is able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district’s improvement and accountability systems.</p>	<p>Candidate is able to use many qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a comprehensive long-range plan for a district that assesses the district’s improvement and accountability systems.</p>
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CONTENT KNOWLEDGE ASSESSMENT – CEQ 515

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 515 APA:

You are to assess the needs of a school or district from which a **strategic plan** can be designed to promote student learning, accounting for positive culture and community involvement. During the developmental process of this strategic plan you must become aware of the knowledge you need to accomplish the following:

1. Conduct a needs assessment within a school or district which will result in a strategic plan designed to promote student learning.
2. Within the strategic plan include specific activities that will increase positive culture.
3. Within the strategic plan develop a proposal that will maximize the involvement of community members.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (**4A, 4B, 4C, and 4D**).

- **4A. Collect and analyze data and information pertinent to the educational environment.**
- **4B. Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources.**
- **4C. Build and sustain positive relationships with families and caregivers.**
- **4D. Build and sustain productive relationships with community partners.**

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to

be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

Scoring Guide:

ISLLC 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.				
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
4A. Collect and analyze data and information pertinent to the educational environment.	Candidate does not engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals. (ELCC 1.4b)	Candidate partially engages in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.	Candidate can engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.	Candidate regularly engages in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.
4B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.	Candidate does not demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning. (ELCC 4.1a)	Candidate partially demonstrates the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.	Candidate can demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.	Candidate demonstrates a strong ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.
4C. Build and sustain positive relationships with families and caregivers.	Candidate cannot develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. (ELCC 4.1h)	Candidate can partially develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.	Candidate can develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.	Candidate can effectively develop and implement many strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.
4D. Build and sustain productive relationships with community partners.	Candidate cannot apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher	Candidate can sometimes apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business,	Candidate can apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.	Candidate effectively applies an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft many frameworks for school, business, community, government, and higher education partnerships.

	<p>education partnerships. (ELCC 4.1c) Candidate does not demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals. (ELCC 4.1d) Candidate does not demonstrate the ability to involve community members, groups, and other stakeholders in district decision-making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community. (ELCC 4.1e) Candidate does not demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning. (ELCC 4.1f)</p>	<p>community, government, and higher education partnerships. Candidate partially demonstrates an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals. Candidate partially demonstrates the ability to involve community members, groups, and other stakeholders in district decision-making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community. Candidate partially demonstrates the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.</p>	<p>Candidate can demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals. Candidate can demonstrate the ability to involve community members, groups, and other stakeholders in district decision-making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community. Candidate can demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.</p>	<p>Candidate demonstrates a strong ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals. Candidate demonstrates a strong ability to involve community members, groups, and other stakeholders in district decision-making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community. Candidate demonstrates a strong ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.</p>
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CONTENT KNOWLEDGE ASSESSMENT – CEQ 528

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 528 APA:

You are to **research a School Board policy** on a specific topic related to the course. You will compare the policy to the practice in the school district where you work (live). You will compare the policy and practice to federal, state constitutional, statutory and regulatory provisions governing education in New York State. During the overall comparisons you must become aware of the knowledge you need to accomplish the following:

1. Explain how to apply legal principles to the promotion of educational equity.
2. Validate or critique the policy and practice based upon ethical and legal principles.
3. Indicate the specific laws that are affecting the functioning of the school districts through their direct influence on policy and practice.
4. Explain the procedure for how policies can be improved upon.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (**5D, 5E, 6A, 6B, and 6C**).

- **5D. Consider and evaluate the potential moral and legal consequences of decision-making.**
- **5E. Promote social justice and ensure that individual student needs inform all aspects of schooling.**
- **6A. Advocate for children, families, and caregivers.**
- **6B. Act to influence local, district, state, and national decisions affecting student learning.**
- **6C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.**

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

Scoring Guide:

ISLLC Standard #5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.				
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
5D. Consider and evaluate the potential moral and legal consequences of decision-making.	Candidate cannot make and explain decisions based upon ethical and legal principles. (ELCC 5.3a)	Candidates can sometimes make and explain decisions based upon ethical and legal principles.	Candidate can make and explain decisions based upon ethical and legal principles.	Candidate always makes and explains decisions based upon ethical and legal principles.
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
5E. Promote social justice and ensure that individual student needs inform all aspects of schooling.	Candidate does not demonstrate a respect for the rights of others with regard to confidentiality and	Candidate can partially demonstrate a respect for the rights of others with regard to	Candidate can demonstrate a respect for the rights of others with regard to confidentiality	Candidate demonstrates a strong respect for the rights of others with regard to confidentiality and dignity

	dignity and engage in honest interactions. (ELCC 5.1a) Candidate does not demonstrate the ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity. (ELCC 3.1d)	confidentiality and dignity and engage in honest interactions. Candidate demonstrates some ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity.	and dignity and engage in honest interactions. Candidate can demonstrate the ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity.	and engages in honest interactions. Candidate demonstrates a strong ability to organize a district based on indicators of equity, effectiveness, and efficiency and can effectively apply legal principles that promote educational equity.
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ISLLC 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.

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
6A. Advocate for children, families, and caregivers.	Candidate does not demonstrate the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics. (ELCC 6.3b)	Candidate partially demonstrates the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	Candidate can demonstrate the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	Candidate demonstrates a strong ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
6B. Act to influence local, district, state, and national decisions affecting student learning.	Candidate does not demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. (ELCC 6.1c) Candidate does not demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests. (ELCC 6.3a)	Candidate partially demonstrates an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. Candidate partially demonstrates an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.	Candidate can demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. Candidate can demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.	Candidate demonstrates a comprehensive understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. Candidate demonstrates a comprehensive understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
6C. Assess, analyze, and anticipate emerging trends and initiatives in order to	Candidate does not demonstrate the ability to communicate regularly with all segments of the district	Candidate partially demonstrates the ability to communicate regularly with all	Candidate can demonstrate the ability to communicate regularly with all segments of the district community	Candidate demonstrates a strong ability to communicate regularly with all segments of the district community concerning

adapt leadership strategies.	community concerning trends, issues, and policies affecting the district. (ELCC 6.2c) Candidate does not demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning. (ELCC 4.1b)	segments of the district community concerning trends, issues, and policies affecting the district. Candidate demonstrates a partial ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.	concerning trends, issues, and policies affecting the district. Candidate can demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.	trends, issues, and policies affecting the district. Candidate demonstrates a strong ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.
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CONTENT KNOWLEDGE ASSESSMENT – CEQ 541

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 541 APA:

You are to review and improve upon the existing **communications plan** that enables information to flow between staff members and stakeholders in the district community. During the developmental process of this plan you must become aware of the knowledge you need to accomplish the following:

1. Bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the district vision.
2. Facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.
3. Respect the rights of others with regard to confidentiality and dignity and engage in honest interactions.
4. Combine impartiality, sensitivity to student diversity, and ethical considerations in the interactions with others.
5. Explain decisions based upon ethical and legal principles.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (**3A, 3E, 5B, and 5C**).

- **3A. Monitor and evaluate the management and operational systems.**

- **3E. Ensure teacher and organizational time is focused to support quality instruction and student learning.**
- **5B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior.**
- **5C. Safeguard the values of democracy, equity, and diversity.**

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

Scoring Guide:

ISLLC 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.				
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
3A. Monitor and evaluate the management and operational systems.	Candidate does not demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students. (ELCC 3.1a)	Candidate partially demonstrates the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.	Candidate can demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.	Candidate demonstrates a strong ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
3E. Ensure teacher and organizational time is focused to support quality instruction and student learning.	Candidate does not demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement. (ELCC 3.1c)	Candidate partially demonstrates an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.	Candidate can demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.	Candidate demonstrates a strong ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.

ISLLC Standard #5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.				
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
5B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior.	Candidate does not demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote	Candidate demonstrates some knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and	Candidates can demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge	Candidate demonstrates comprehensive knowledge of adult learning strategies and a strong ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote

	<p>new knowledge and skills in the workplace. (ELCC 2.4a)</p> <p>Candidate does not demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel. (ELCC 2.4b)</p> <p>Candidate cannot develop personal professional growth plans that reflect commitment to life-long learning and best practices. (ELCC 2.4c)</p>	<p>other techniques that promote new knowledge and skills in the workplace.</p> <p>Candidate demonstrates some ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.</p> <p>Candidate can partially develop personal professional growth plans that reflect commitment to life-long learning and best practices.</p>	<p>and skills in the workplace.</p> <p>Candidate can demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.</p> <p>Candidate can develop personal professional growth plans that reflect commitment to life-long learning and best practices.</p>	<p>new knowledge and skills in the workplace.</p> <p>Candidate demonstrates a strong ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.</p> <p>Candidate can effectively develop personal professional growth plans that reflect commitment to life-long learning and best practices.</p>
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Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
<p>5C. Safeguard the values of democracy, equity, and diversity.</p>	<p>Candidate does not demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. (ELCC 5.2a)</p> <p>Candidate does not understand and cannot apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. (ELCC 2.3c)</p> <p>Candidate does not understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups. (ELCC 2.3d)</p> <p>Candidate does not demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement. (ELCC 4.2d)</p>	<p>Candidate can partially demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.</p> <p>Candidate partially understands and can partially apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.</p> <p>Candidate partially understands how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.</p> <p>Candidate partially demonstrates the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement.</p>	<p>Candidate can demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.</p> <p>Candidate can understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.</p> <p>Candidate can understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.</p> <p>Candidate can demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement.</p>	<p>Candidate demonstrates a strong ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.</p> <p>Candidate comprehensively understands and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.</p> <p>Candidate comprehensively understands how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.</p> <p>Candidate demonstrates a strong ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and effectively capitalize on the diversity of the community to improve district performance and student achievement.</p>

CONTENT KNOWLEDGE ASSESSMENT – CEQ 555

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 555 APA:

You are to lead a school or district taskforce that conducts a **curriculum audit** to demonstrate alignment of curriculum, pedagogy and assessment with consideration for philosophical, sociological, and historical foundations. During the developmental process of this activities program you must become aware of the knowledge you need to accomplish the following:

1. Facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.
2. Apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (**2D, 2E, 2G, and 2H**).

- **2D. Supervise instruction.**
- **2E. Develop assessment and accountability systems to monitor student progress.**
- **2G. Maximize time spent on quality instruction.**
- **2H. Promote the use of the most effective and appropriate technologies to support teaching and learning.**

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

Scoring Guide:

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

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2D. Supervise instruction.	Candidate does not demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel. (ELCC 2.4b)	Candidate demonstrates some ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.	Candidate can demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.	Candidate demonstrates a strong ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2E. Develop assessment and accountability systems to monitor student progress.	Candidate is not able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems. (ELCC 2.2b)	Candidate is able to use some qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.	Candidate is able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.	Candidate is able to use many qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a comprehensive long-range plan for a district that assesses the district's improvement and accountability systems.

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2G. Maximize time spent on quality instruction.	Candidate cannot ascertain the relationship between time management and quality instruction.	Candidate can partially ascertain the relationship between time management and quality instruction.	Candidate can ascertain the relationship between time management and quality instruction.	Candidate has a strong understanding of the relationship between time management and quality instruction.

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2H. Promote the use of the most effective and appropriate technologies to support teaching and learning.	Candidate does not demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace. (ELCC 2.4a)	Candidate demonstrates some knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.	Candidates can demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.	Candidate demonstrates comprehensive knowledge of adult learning strategies and a strong ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.

CONTENT KNOWLEDGE ASSESSMENT – CEQ 571

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 571 APA:

You are to review actual financial documents used by school districts and develop a **comprehensive budgetary picture** of how school districts respond to educational goals, community needs, legislation and cultural norms, when designing equitable budgets that will promote student achievement. During the developmental process of this plan you must become aware of the knowledge you need to accomplish the following:

1. Manage time effectively and to deploy financial and human resources in a way that promotes student achievement.
2. Involve stakeholders in aligning resources and priorities to maximize ownership and accountability.
3. Use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.
4. Use community resources, including youth services that enhance student achievement, to solve district problems and/or accomplish district goals.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (**3B, 3C, 2A, and 2C**).

- **3B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.**
- **3C. Promote and protect the welfare and safety of students and staff.**
- **2A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.**
- **2C. Create a personalized and motivating learning environment for students.**

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

Scoring Guide:

ISLLC 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.

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
<p>3B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.</p>	<p>Candidate cannot use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning. (ELCC 3.3a) Candidate cannot creatively seek new resources to facilitate learning. (ELCC 3.3b) Candidate cannot apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district. (ELCC 3.3c) Candidate cannot apply and assess current technologies for management, business procedures, and scheduling. (ELCC 3.3d)</p>	<p>Candidate sometimes uses problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning. Candidate sometimes seeks new resources to facilitate learning. Candidate sometimes applies an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district. Candidate sometimes applies and assesses current technologies for management, business procedures, and scheduling.</p>	<p>Candidate can use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning. Candidate can creatively seek new resources to facilitate learning. Candidate can apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district. Candidate can apply and assess current technologies for management, business procedures, and scheduling.</p>	<p>Candidate effectively uses problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning. Candidate creatively seeks new resources to facilitate learning. Candidate effectively applies an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district. Candidate can effectively apply and assess current technologies for management, business procedures, and scheduling.</p>

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
<p>3C. Promote and protect the welfare and safety of students and staff.</p>	<p>Candidate does not demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety. (ELCC 3.1b) Candidate does not demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities. (ELCC 3.1e)</p>	<p>Candidate demonstrates some effective organization of fiscal, human, and material resources, giving priority to student learning and safety. Candidate partially demonstrates an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.</p>	<p>Candidate can demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety. Candidate can demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.</p>	<p>Candidate demonstrates effective organization of fiscal, human, and material resources, giving strong priority to student learning and safety. Candidate demonstrates a comprehensive understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.</p>

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

Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
<p>2A. Nurture and sustain a culture of collaboration, trust,</p>	<p>Candidate cannot develop a sustained approach to improve</p>	<p>Candidate can partially develop a sustained approach to</p>	<p>Candidate can develop a sustained approach to improve and maintain a</p>	<p>Candidate can effectively develop a sustained approach to improve and</p>

learning, and high expectations.	and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.	improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.	positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.	maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.
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Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2C. Create a personalized and motivating learning environment for students.	Candidate does not understand and cannot apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. Candidate does not understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.	Candidate partially understands and can partially apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. Candidate partially understands how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.	Candidate can understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. Candidate can understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.	Candidate comprehensively understands and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. Candidate comprehensively understands how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.

CONTENT KNOWLEDGE ASSESSMENT – CEQ 572

Assessment Tool

DIRECTIONS TO THE STUDENTS FOR THE CEQ 572 APA:

You are to review and evaluate a district’s **staff development plan** and its plan for assisting the marginal teacher. During the developmental process of this activities program you must become aware of the knowledge you need to accomplish the following:

1. Review and evaluate a district’s staff development plan for its ability to develop effective professionals that can realize district goals. Make recommendations for improvement.
2. In light of this objective, evaluate the district’s plan for assisting the marginal teacher and make recommendations for improvement.

By paying particular attention to the above knowledge needed to implement your Authentic Performance Activity you will have focused attention on the **content knowledge** required to be an effective educational leader. Specifically, the **content knowledge** learned from this activity will reflect the knowledge needed in the following ISLLC standards (**2F, and 3D**).

- **2F. Develop the instructional and leadership capacity of staff.**
- **3D. Develop the capacity for distributed leadership.**

Scoring Guide

At the end of the course the instructor will evaluate each student using a 4-point Likert scale for each of the ISLLC leadership standards appropriate to the Authentic Performance Activities that were embedded in the course. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. The instructor can use the ISLLC sub-elements listed in the boxes for assistance during the evaluation process.

Scoring Guide:

ISLLC Standard #2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.				
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
2F. Develop the instructional and leadership capacity of staff.	Candidate cannot develop personal professional growth plans that reflect commitment to life-long learning and best practices. (ELCC 2.4c)	Candidate can partially develop personal professional growth plans that reflect commitment to life-long learning and best practices.	Candidate can develop personal professional growth plans that reflect commitment to life-long learning and best practices.	Candidate can effectively develop personal professional growth plans that reflect commitment to life-long learning and best practices.

ISLLC 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.				
Standard Function	Unacceptable - 1	Acceptable - 2	Meets Standard - 3	Distinguished - 4
3D. Develop the capacity for distributed leadership.	Candidate does not understand the dynamics of distributed leadership and cannot implement its components among staff members.	Candidate has a partial understanding of the dynamics of distributed leadership and can partially implement its components among staff members.	Candidate does understand the dynamics of distributed leadership and can implement its components among staff members.	Candidate has a comprehensive understanding of the dynamics of distributed leadership and can effectively implement its components among staff members.