|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| EDAD 5911 | **ASSESSMENT #5** | **Unacceptable** | **Acceptable** | **Target** |
| ***Shared Vision***  *Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.*  *(ELCC 1.1)* | Candidates will develop a school improvement plan that articulates the development, implementation, and stewardship of a shared vision of learning for their school | Although the school improvement plan articulates the need for a vision of student learning in the improvement plan, there is little or no explanation of the theories or strategies to effectively articulate or implement a meaningful shared vision. | The school improvement plan identifies applicable strategies, such as including a communication plan, but further work is needed to explain explicitly how the candidate will steward the shared vision for the school. | The improvement plan demonstrates thoroughly and effectively strategies and best practices for developing, articulating, implementing, and stewarding a shared vision of learning for the school. |
| ***Use of Data***  *Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.*  *(ELCC 1.2)* | Candidates will develop a school improvement plan that uses a variety of data sources to identify a learning or organizational need to achieve school goals. | Although the school improvement plan recognizes the importance of data in identifying goals for improvement, there is little or no explanation of how the data will be used to assess effectiveness and achieve those goals. | The school improvement plan identifies applicable strategies to utilize data to identify goals and assess organizational effectiveness, but further work is needed to explain explicitly how the candidate will use the data to achieve school goals. | The improvement plan demonstrates thoroughly and effectively strategies and best practices for utilizing data to identify school goals, assessment organizational effectiveness, and implement those strategies to achieve school goals. |
| ***School Improvement***  *Candidates understand and can promote continual and sustainable school improvement.*  *(ELCC 1.3)* | Candidates will develop a school improvement plan that utilizes best practices to promote a continual and sustainable academic progress for students. | Although the school improvement plan recognizes a need for continual academic progress, there is little or no explanation of how best practices will be used to continue and/or sustain student achievement. | The school improvement plan identifies use of research-based and/or evidence-based best practices to maximize school improvement. | The school improvement plan includes an explicit and well-developed strategy for using research-based and/or evidence-based best practices to promote continual and sustainable school improvement that reflects national student learning standards. |
| ***Educational Planning***  *Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.*  *(ELCC 1.4)* | Candidates will develop a school improvement plan and evaluation plan that includes elements of collaborating with and involving school stakeholders, for example community members and parents. | The plan exhibits little or no inclusion of stakeholder input or collaboration. | The plan demonstrates the basic importance of collaboratively including stakeholders but does not articulate how stakeholder input will be used for school improvement. | The plan demonstrates a deep commitment to collaborating with and including school stakeholders in the development and evaluation of the school improvement. |