

Assessment 5 School Improvement Plan (Professional Leadership Skills)

Description and Use in Program:

The School Improvement Plan Project is an assessment of a candidate's proficiency in ELCC standards related to the area of teaching and learning. Candidates develop plans that engage in data-driven decision making and develop actions to support a process of continuous school improvement.

While the candidate's overall performance on this project is used for course grading purposes, the project provides an assessment of each candidate's proficiency relative to specific ELCC standards as measured by the project. Candidates will collect data related to the school improvement process/plan utilized in their schools, analyze the data and develop a school improvement plan. In addition, candidates will analyze student achievement data and develop a school improvement performance plan. Their school improvement performance plan will identify objectives, research-based strategies, professional development activities, and methods to monitor the goal to support school improvement. They will utilize their leadership skills to communicate the plan in writing, engage all stakeholders and determine a course of action that will provide a learning environment that promotes student achievement for all students. This assignment demonstrates candidate's application of building-level leadership skills that support an effective P-12 student learning environment.

Alignment with ELCC Standards:

The School Improvement/Performance Plan is directly aligned with ELCC Standards: 2, 3, and 6.

Part I: School Improvement Plan – Alignment to Standards

ELCC 3.1 Understands and can monitor and evaluate school management and operational systems;

ELCC 3.4: Understand school capacity for distributed leadership.

Part I Instructions to Candidates:

Data Collection

After meeting and collaborating with the administrator and other staff in the school building and discussing school improvement efforts (School Improvement Plan) and the school's vision, collect student performance data and organize the data. Compile the data graphically in an Excel spreadsheet.

Narrative

Present the data in a written narrative. Your narrative must include the following:

- (a) Summary of student performance data and conclusions that you have drawn after analyzing student performance data
- (b) Summary of instructional program and conclusions you have drawn after analyzing student performance data
- (c) Summary of school culture data and conclusions you have drawn after analyzing the school culture data
- (d) Summary of School Improvement Plan including external and internal stakeholders who were involved in the decision making process(3.4)
- (e) Identify strategic and tactical challenges for the school (3.1)

Part I Assignment Submission:

Narrative and data displayed graphically using Excel are submitted into LiveText.

Part II: Data Analysis and Summary – Alignment to Standards

ELCC 3.1: Understand and can evaluate school management and operational systems; **ELCC 6.1:** Understand school students, families and caregivers; **ELCC 6.2:** Understand local, district, state and national decisions affecting student learning in a school environment; **ELCC 6.3:** Understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Part II Instructions to Candidates:

In Part I, you collected school performance data and organized it graphically. Additionally, you provided a summary of the data and conclusions after analyzing the data, as to the school improvement process/plan.

You will now provide a ***Data Analysis and Summary*** based on the following:

- (a) Analyze and determine the problem statements based on the data in order to identify and prioritize strategic and tactical challenges for the school (ELCC 3.1).
- (b) Analyze the school operational policies and procedures that impact the problem (3.1)
- (c) Analyze how the laws and policies are applied consistently, fairly and ethically within the school which could impact the problem (6.1)
- (d) Determine the apparent root causes which could impact the data and problem. Analyze the complex causes such as poverty, economic factors, other disadvantages and cultural diversity (ELCC 6.1).

- (e) Identify emerging trends and issues that likely affect the school and would likely contribute to the problems (ELCC 6.3).
- (f) Select one target change for instructional improvement for further analysis and discussion as your School Improvement Plan is based on programs that promote equitable learning opportunities and student success. Discuss how you will communicate the School Improvement Plan to appropriate school stakeholders (ELCC 6.2)

Part II Assignment Submission:

Data Analysis and Summary is submitted into LiveText

Part III: School Improvement Plan – Alignment to Standards

ELCC 2.1: Understand instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students;

ELCC 2.3: Understand the instructional leadership capacity of school staff; **ELCC 2.4:** Understand effective and appropriate technologies to support teaching and learning in a school environment;

ELCC 3.2: Understand human, fiscal and technological resources to manage school operations;

ELCC 3.5: Understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.

Part III Instructions to Candidates:

School Improvement Plan

Write one school Improvement goal based on your data summary in Part I and determination and prioritization of problem statements based on analysis of root causes and statement of change plan for instructional improvement performance in Part II. Based on your goal and findings, develop a school improvement plan. The School Improvement Plan is divided into two Parts and must include the following:

Part A:

- a. One change plan goal for instructional improvement based on summary data in Part 1
- b. Objectives for the one change plan goal for instructional improvement include the following::

Your objectives should incorporate (a) cultural competence and diversity in the development of the curriculum and instructional practices; (b) content-based learning strategies; (c) how you will ensure trust, equity, fairness and respect among staff; (d) how you will monitor the strategies and objectives to ensure personalized learning opportunities for all (ELCC 2.1).

Additionally, include the (a) use of differentiated instructional strategies, curriculum materials and technologies to maximize high-quality instruction, and (b) professional development plans for faculty to increase the capacity of school staff and leaders that reflect national and professional development standards needed in order to implement the goal(ELCC: 2.3).

Part B:

- c. Discuss how you will implement the School Improvement Plan based on the school’s budget and financial status (ELCC 3.2)
- d. Discuss any facility and space utilization issues for successful implementation of the School Improvement Plan (ELCC 3.2)
- e. Discuss the long-term resource needs of the school for successful implementation of the School Improvement Plan including technology (ELCC 3.2)
- f. Identify leadership capabilities of the staff to implement the School Improvement Plan (ELCC 3.4)
- g. Discuss how you will protect time and schedules to maximize teacher instructional time and student learning to implement the School Improvement Plan based on the school’s master schedule (ELCC 3.5)

Part III Assignment Submission:

School Improvement Performance Plan is submitted into LiveText.

Scoring Rubric

Assessment Component/ELCC Standards	Meets Expectations	Expectations Minimally Met	Expectations Not Met
Part I: Data Collection and Summary ELCC 3	Data Collection and Summary demonstrates candidate’s strong understanding of strategic and tactical challenges for the school (3.1) Data Collection and Summary demonstrate candidate’s	Data Collection and Summary demonstrates candidate’s adequate understanding of strategic and tactical challenges for the school (3.1) Data Collection and Summary demonstrate candidate’s	Data Collection and Summary demonstrates candidate’s minimal or no understanding of strategic and tactical challenges for the school (3.1)

	strong understanding of involving staff in decision making process (3.4)	adequate understanding of involving staff in decision making process (3.4)	Data Collection and Summary demonstrate candidate's minimal or no understanding of involving staff in decision making process (3.4)
Part II – Data Analysis and Summary ELCC 3	<p>Problem statements demonstrates candidate's strong understanding of strategic and tactical challenges for the school (3.1)</p> <p>Summary demonstrates candidate's strong ability to analyze school operational policies and procedures (3.1)</p>	<p>Problem statements demonstrates candidate's adequate understanding of strategic and tactical challenges for the school (3.1)</p> <p>Summary demonstrates candidate's adequate ability to analyze school operational policies and procedures (3.1)</p>	<p>Problem statements demonstrates candidate's minimal or no understanding of strategic and tactical challenges for the school (3.1)</p> <p>Summary demonstrates candidate's minimal or no ability to analyze school operational policies and procedures (3.1)</p>
Part II – Data Analysis and Summary ELCC 6	<p>Summary demonstrates candidate's strong understanding of laws and policies applied consistently and fairly within the school (6.1)</p> <p>Summary demonstrates candidate's strong understanding of root causes of poverty and other disadvantages (6.1)</p>	<p>Summary demonstrates candidate's adequate understanding of laws and policies applied consistently and fairly within the school (6.1)</p> <p>Summary demonstrates candidate's adequate understanding of root causes of poverty and other disadvantages (6.1)</p> <p>Summary demonstrates candidate's adequate</p>	<p>Summary demonstrates candidate's minimal or no understanding of laws and policies applied consistently and fairly within the school (6.1)</p> <p>Summary demonstrates candidate's minimal or no understanding of root causes of poverty and other disadvantages (6.1)</p>

	<p>Summary demonstrates candidate's strong understanding of issues likely to affect the school and adapts leadership strategies to address the emerging issue (6.3)</p> <p>Summary of change target demonstrates candidate's strong understanding of equitable learning opportunities for all (6.2)</p> <p>Summary demonstrates candidate's strong ability to communicate the change to appropriate school stakeholders (6.2)</p>	<p>understanding of issues likely to affect the school and adapts leadership strategies to address the emerging issue (6.3)</p> <p>Summary of change target demonstrates candidate's adequate understanding of equitable learning opportunities for all (6.2)</p> <p>Summary demonstrates candidate's adequate ability to communicate the change to appropriate school stakeholders (6.2)</p>	<p>Summary demonstrates candidate's minimal or no understanding of issues likely to affect the school and adapts leadership strategies to address the emerging issue (6.3)</p> <p>Summary of change target demonstrates candidate's minimal or no understanding of equitable learning opportunities for all (6.2)</p> <p>Summary demonstrates candidate's minimal or no ability to communicate the change to appropriate school stakeholders (6.2)</p>
<p>Part III: School Improvement Plan – Part A - objectives</p> <p>ELCC 2</p>	<p>Objectives demonstrate candidate's strong understanding of cultural competence and diversity in curriculum and instructional practices (2.1)</p>	<p>Objectives demonstrate candidate's adequate understanding of cultural competence and diversity in curriculum and instructional practices (2.1)</p>	<p>Objectives demonstrate candidate's minimal or no understanding of cultural competence and diversity in curriculum and instructional practices (2.1)</p>

	<p>Objectives demonstrate candidate's strong understanding of the use of content-based learning strategies (2.1)</p> <p>Objectives demonstrates candidate's strong understanding of trust, equity, fairness and respect among students and staff (2.1)</p> <p>Objectives demonstrate candidate's strong understanding of monitoring activities to ensure personalized learning opportunities (2.1)</p> <p>Objectives demonstrate candidate's strong understanding of the use of differentiated instructional strategies, curriculum materials and technologies to maximize high-quality instruction (2.3)</p>	<p>Objectives demonstrate candidate's adequate understanding of the use of content-based learning strategies (2.1)</p> <p>Objectives demonstrates candidate's adequate understanding of trust, equity, fairness and respect among students and staff (2.1)</p> <p>Objectives demonstrate candidate's adequate understanding of monitoring activities to ensure personalized learning opportunities (2.1)</p> <p>Objectives demonstrate candidate's adequate understanding of the use of differentiated instructional strategies, curriculum materials and technologies to maximize high-quality instruction (2.3)</p> <p>Objectives demonstrate candidate's adequate understanding of professional development that increases</p>	<p>Objectives demonstrate candidate's minimal or no understanding of the use of content-based learning strategies (2.1)</p> <p>Objectives demonstrates candidate's minimal or no understanding of trust, equity, fairness and respect among students and staff (2.1)</p> <p>Objectives demonstrate candidate's minimal or no understanding of monitoring activities to ensure personalized learning opportunities (2.1)</p> <p>Objectives demonstrate candidate's minimal or no understanding of the use of differentiated instructional strategies, curriculum materials and technologies to maximize high-quality instruction (2.3)</p>
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	Objectives demonstrate candidate's strong understanding of professional development that increases the capacity of school staff (2.3)	the capacity of school staff (2.3)	Objectives demonstrate candidate's minimal or no understanding of professional development that increases the capacity of the school staff (2.3)
Part III: School Improvement Plan Part B ELCC 3	School Improvement Plan demonstrates candidate's strong understanding of school based budgeting (3.2) School Improvement Plan demonstrates candidate's strong understanding of facility and space utilization (3.2) School Improvement Plan demonstrates candidate's strong understanding of long-	School Improvement Plan demonstrates candidate's adequate understanding of school based budgeting (3.2) School Improvement Plan demonstrates candidate's adequate understanding of facility and space utilization (3.2) School Improvement Plan demonstrates candidate's adequate understanding of long-term resource needs of the school (3.2)	School Improvement Plan demonstrates candidate's minimal or no understanding of school based budgeting (3.2) School Improvement Plan demonstrates candidate's minimal or no understanding of facility and space utilization (3.2) School Improvement Plan demonstrates candidate's minimal or no understanding of

	<p>term resource needs of the school (3.2)</p> <p>School Improvement Plan demonstrates candidate's strong understanding of leadership capabilities of the staff (3.4)</p> <p>School Improvement Plan demonstrates candidate's strong understanding of protecting time and schedules to maximize teacher instructional time and student learning (3.5)</p>	<p>School Improvement Plan demonstrates candidate's adequate understanding of leadership capabilities of the staff (3.4)</p> <p>School Improvement Plan demonstrates candidate's adequate understanding of protecting time and schedules to maximize teacher and instructional time and student learning (3.5)</p>	<p>long-term resource needs of the school (3.2)</p> <p>School Improvement plan demonstrates candidate's minimal or no understanding of leadership capabilities of the staff (3.4)</p> <p>School Improvement Plan demonstrates candidate's minimal or no understanding of protecting time and schedules to maximize teacher and instructional time and student learning (3.5)</p>
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Candidate Data: 2016 Assessment 5 School Improvement Project

CCU Cohort

Rubric View: ELCC 2016 EDAD 689 Assmt 5: SIP Project Rubric, Part I						
	Expectations Not Met	Expectations Minim ally	Meets Expectatio	<i>M ean</i>	<i>M ode</i>	<i>Stdev</i>
	(1 pts)	(3 pts)	(5 pts)			
Part I: Collaborating and communicating data (ELCC 2.2)	0	0	21	5.000	5.000	0.000
Part I: Involving staff in decision making (ELCC 3.4)	0	0	21	5.000	5.000	0.000
Part I: Incorporating diversity (ELCC 3.4)	0	0	21	5.000	5.000	0.000
Part I: Determining long-term resource needs (ELCC 3.2)	0	0	21	5.000	5.000	0.000
Part I: Using technology to manage school operational systems (ELCC 3.2)	0	0	21	5.000	5.000	0.000
Part I: Incorporating evidence-based research in curricular and instructional decisions (ELCC 2.2)	0	0	21	5.000	5.000	0.000
Part I: Incorporating cultural competence in the development of curriculum and instructional practices (ELCC 2.1)	0	0	21	5.000	5.000	0.000

	Expectations Not Met (1 pts)	Expectations Minimally Met (3 pts)	Meets Expectations (5 pts)	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
Part II: Description of school's tactical and strategic challenges (ELCC 3.1)	0	0	21	5.000	5.000	0.000
Part II: Description of causes of poverty, disadvantages, and cultural diversity (ELCC 6.1)	0	0	21	5.000	5.000	0.000
Part II: Description of how policy is applied consistently, fairly and ethically within the school (ELCC 6.1)	0	0	21	5.000	5.000	0.000
Part II: Description of emerging trends and issues likely to impact the school (ELCC 6.3)	0	0	21	5.000	5.000	0.000
Part II: Description of equitable learning opportunities and student success (ELCC 6.2)	0	0	21	5.000	5.000	0.000

	Expectations Not Met (1 pts)	Expectations Minim ally Met (3 pts)	Meets Expectations (5 pts)	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
Part III: Use of technologies for improved classroom performance (ELCC 2.4)	0	0	21	5.000	5.000	0.000
Part III: Use of research-based differentiated instructional strategies (ELCC 2.3)	0	0	21	5.000	5.000	0.000
Part III: Long-term human, fiscal and technological resources (ELCC 3.2)	0	0	21	5.000	5.000	0.000
Part III: Facility and space utilization (ELCC 3.2)	0	0	21	5.000	5.000	0.000
Part III: Professional development plans for increasing capacity of school staff that reflect national/prof essional development standards (ELCC 2.3)	0	0	21	5.000	5.000	0.000
Part III: Monitoring progress to ensure personalized learning opportunities (ELCC 2.1)	0	0	21	5.000	5.000	0.000
Part III: Content-based learning materials and learning strategies (ELCC 2.1)	0	0	21	5.000	5.000	0.000
Part III: Maximizing teacher instructional time and student learning (ELCC 3.5)	0	0	21	5.000	5.000	0.000

Florence/Marion Cohort

Rubric View: ELCC 2016 EDAD 689 Assmt 5: SIP Project Rubric, Part I

	Expectations Not Met (1 pts)	Expectations Minimally Met (3 pts)	Meets Expectations (5 pts)	Mean	Mode	Stdev
Part I: Collaborating and communicating data (ELCC 2.2)	0	0	14	5.000	5.000	0.000
Part I: Involving staff in decision making (ELCC 3.2)	0	0	14	5.000	5.000	0.000
Part I: Incorporating diversity (ELCC 3.4)	0	0	14	5.000	5.000	0.000
Part I: Determining long-term resource needs (ELCC 3.2)	0	0	14	5.000	5.000	0.000
Part I: Using technology to manage school operational systems (ELCC 3.2)	0	0	14	5.000	5.000	0.000
Part I: Incorporating evidence-based research in curricular and instructional decisions (ELCC 2.2)	0	0	14	5.000	5.000	0.000
Part I: Incorporating cultural competence in the development of curriculum and instructional practices (ELCC 2.1)	0	0	14	5.000	5.000	0.000

	Expectations Not Met (1 pts)	Expectations Minimally Met (3 pts)	Meets Expectations (5 pts)	Mean	Mode	Stdev
Part II: Description of school's tactical and strategic challenges (ELCC 3.1)	0	0	15	5.000	5.000	0.000
Part II: Description of causes of poverty, disadvantages, and cultural diversity (ELCC 6.1)	0	0	15	5.000	5.000	0.000
Part II: Description of how policy is applied consistently, fairly and ethically within the school (ELCC 6.1)	0	0	15	5.000	5.000	0.000
Part II: Description of emerging trends and issues likely to impact the school (ELCC 6.3)	0	0	15	5.000	5.000	0.000
Part II: Description of equitable learning opportunities and student success (ELCC 6.2)	0	0	15	5.000	5.000	0.000

	Expectations Not Met (1 pts)	Expectations Minimally Met (3 pts)	Meets Expectations (5 pts)	Mean	Mode	Stdev
Part III: Use of technologies for improved classroom performance (ELCC 2.4)	0	0	15	5.000	5.000	0.000
Part III: Use of research-based differentiated instructional strategies (ELCC 2.3)	0	0	15	5.000	5.000	0.000
Part III: Long-term human, fiscal and technological resources (ELCC 3.2)	0	0	15	5.000	5.000	0.000
Part III: Facility and space utilization (ELCC 3.2)	0	0	15	5.000	5.000	0.000
Part III: Professional development plans for increasing capacity of school staff that reflect national/professional development standards (ELCC 2.3)	0	0	15	5.000	5.000	0.000
Part III: Monitoring progress to ensure personalized learning opportunities (ELCC 2.1)	0	0	15	5.000	5.000	0.000
Part III: Content-based learning materials and learning strategies (ELCC 2.1)	0	0	15	5.000	5.000	0.000
Part III: Maximizing teacher instructional time and student learning (ELCC 3.5)	0	0	15	5.000	5.000	0.000

**ELCC M.Ed. Assessment 5: School Improvement
Plan EDAD 689 School Principal**

Alignment to ELCC Building Level Standards: CF 1.0, 1.3,2.2, 3.1 EEDA 1-7 ISTE 2, 3 PADEPP 2, 3, 4, 5

ELCC Fall 2015 EDAD 689 Assessment 5: School Improvement Plan Data
Cohorts: **CCU12 and Florence/Marion 2015**

Fall 2015 CCU12 Cohort Data	n	Mean	Mode	SD	No Data (0 pts)	Not Met (1 pt)	Minimally Met (3 pts)	Met (5 pts)
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Part I: Overview of School Improvement Plan								
Collaboration and communication of data (ELCC 2.2)	23	4.09	5.00	1.28	1 (5%)	0 (0%)	8 (35%)	14 (60%)
Staff involvement in decision-making and diversity incorporation (ELCC 3.4)	23	4.09	5.00	1.28	1 (5%)	0 (0%)	8 (35%)	14 (60%)
Determination of long-term resource needs and technology use (ELCC 3.2)	23	4.09	5.00	1.28	1 (5%)	0 (0%)	8 (35%)	14 (60%)
Incorporation of evidence-based research in curricular and instructional decisions (ELCC 2.2)	23	4.09	5.00	1.28	1 (5%)	0 (0%)	8 (35%)	14 (60%)
Incorporation of cultural competence in development of curricular and instructional practices (ELCC 2.1)	23	4.09	5.00	1.28	1 (5%)	0 (0%)	8 (35%)	14 (60%)
Part II: Data Analysis and Summary								
Description of tactical and strategic challenges (ELCC 3.1)	23	4.30	5.00	1.49	2 (9%)	0 (0%)	3 (13%)	18 (78%)
Description of root causes and application of policy (ELCC 6.1)	23	4.30	5.00	1.49	2 (9%)	0 (0%)	3 (13%)	18 (78%)
Description of emerging trends and issues (ELCC 6.3)	23	4.30	5.00	1.49	2 (9%)	0 (0%)	3 (13%)	18 (78%)
Description of equitable learning opportunities (ELCC 6.2)	23	4.30	5.00	1.49	2 (9%)	0 (0%)	3 (13%)	18 (78%)
Part III: School Improvement Performance Plan								
Technology for improved classroom performance (ELCC 2.4)	22	4.23	5.00	1.28	1 (5%)	0 (0%)	6 (27%)	15 (68%)
Research-based differentiated instructional strategies (ELCC 2.3)	22	4.23	5.00	1.28	1 (5%)	0 (0%)	6 (27%)	15 (68%)
Long-term resources (ELCC 3.2)	22	4.23	5.00	1.28	1 (5%)	0 (0%)	6 (27%)	15 (68%)
Professional development plans (ELCC 2.3)	22	4.23	5.00	1.28	1 (5%)	0 (0%)	6 (27%)	15 (68%)
Personalized learning opportunities, materials, and strategies (ELCC 2.1)	22	4.23	5.00	1.28	1 (5%)	0 (0%)	6 (27%)	15 (68%)
Maximizing instructional time (ELCC 3.5)	22	4.23	5.00	1.28	1 (5%)	0 (0%)	6 (27%)	15 (68%)

ELCC Fall 2015 EDAD 689 Assessment 5: School Improvement Plan Data Cohorts: **CCU12 and Florence/Marion 2015**

Fall 2015 <i>Florence/Marion 2015</i> Cohort Data	n	Mean	Mode	SD	No Data (0 pts)	Not Met (1 pt)	Minimally Met (3 pts)	Met (5 pts)
Part I: Overview of School Improvement Plan								
Collaboration and communication of data (ELCC 2.2)	20	4.00	5.00	1.58	2 (10%)	0 (0%)	5 (25%)	13 (65%)
Staff involvement in decision-making and diversity incorporation (ELCC 3.4)	20	4.00	5.00	1.58	2 (10%)	0 (0%)	5 (25%)	13 (65%)
Determination of long-term resource needs and technology use (ELCC 3.2)	20	4.00	5.00	1.58	2 (10%)	0 (0%)	5 (25%)	13 (65%)
Incorporation of evidence-based research in curricular and instructional decisions (ELCC 2.2)	20	4.00	5.00	1.58	2 (10%)	0 (0%)	5 (25%)	13 (65%)
Incorporation of cultural competence in development of curricular and instructional practices (ELCC 2.1)	20	4.00	5.00	1.58	2 (10%)	0 (0%)	5 (25%)	13 (65%)
Part II: Data Analysis and Summary								
Description of tactical and strategic challenges (ELCC 3.1)	20	4.00	5.00	1.70	2 (10%)	1 (5%)	3 (15%)	14 (70%)
Description of root causes and application of policy (ELCC 6.1)	20	4.00	5.00	1.70	2 (10%)	1 (5%)	3 (15%)	14 (70%)
Description of emerging trends and issues (ELCC 6.3)	20	4.00	5.00	1.70	2 (10%)	1 (5%)	3 (15%)	14 (70%)
Description of equitable learning opportunities (ELCC 6.2)	20	4.00	5.00	1.70	2 (10%)	1 (5%)	3 (15%)	14 (70%)
Part III: School Improvement Performance Plan								
Technology for improved classroom performance (ELCC 2.4)	20	4.26	5.00	1.58	2 (10%)	0 (0%)	2 (10%)	15 (78%)
Research-based differentiated instructional strategies (ELCC 2.3)	20	4.26	5.00	1.58	2 (10%)	0 (0%)	2 (10%)	15 (78%)
Long-term resources (ELCC 3.2)	20	4.26	5.00	1.58	2 (10%)	0 (0%)	2 (10%)	15 (78%)
Professional development plans (ELCC 2.3)	20	4.26	5.00	1.58	2 (10%)	0 (0%)	2 (10%)	15 (78%)
Personalized learning opportunities, materials, and strategies (ELCC 2.1)	20	4.26	5.00	1.58	2 (10%)	0 (0%)	2 (10%)	15 (78%)
Maximizing instructional time (ELCC 3.5)	20	4.26	5.00	1.58	2 (10%)	0 (0%)	2 (10%)	15 (78%)

Data Analysis

ELCC 2.1: Understand instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students;

ELCC 2.3: Understand the instructional leadership capacity of school staff;

ELCC 2.4: Understand effective and appropriate technologies to support teaching and learning in a school environment;

ELCC 3.1: Understand and can evaluate school management and operational systems;

ELCC 3.2: Understand human, fiscal and technological resources to manage school operations;

ELCC 3.4: Understand school capacity for distributed leadership.

ELCC 3.5: Understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.

ELCC 6.1: Understand school students, families and caregivers;

ELCC 6.2: Understand local, district, state and national decisions affecting student learning in a school environment;

ELCC 6.3: Understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Program faculty reviewed performance of candidates to note that 2.1 was one element in 2015-16 where 60% of one cohort, 65% of another cohort and 65% of a third cohort “met expectations,” with 1/3 of the candidates “minimally meeting expectations.” In 2016-17 data, all candidates (100%) met expectations across these elements.

Interpretation of Data

By studying data in 2015-16, Program faculty were able to address cultural competence and meeting needs of all students in the curriculum course, EDAD 689: School Principal (first year of Program). As this project is assigned in the first semester of the M.Ed Program, it is imperative that candidates grasp the “whole” school concept and see differentiation of the curriculum and instruction across the school from a principal mindset. The course emphasis helped students perform much better in the 2016-2017 academic year.