ELCC Assessment #4

SPECIFIC EXPERIENCES

The four long-term Specific Experiences required by the end of the third hour are listed below.   Grades for each hour will be based upon the successful completion of at least 30% of the experiences for each hour and the successful completion of the required projects.

A695 Required Specific Experiences:
- One of the long-term experiences must be completed in each one-hour of the practicum. Your responses and the evidence you submit will be graded and will provide evidence that we are assessing various standards in A695. You must specifically address how you meet the ELCC standards for each long-term experience.
- Refer to the scoring rubric for each long-term experience. The rubric clarifies the evidence that must be present.
- You should use the scoring rubric to frame the description of your work and use it to guide your reflection.

Specific experiences and the related ELCC standards are as follows:
1. Equity and Social Justice. Each of these observations will require permission of those involved. Remember that you are an observer and not a participant. This specific experience has multiple observations. Summarize what you observed at the end of each observation or activity. Then follow the directions to write overall reflection pertaining to the degree to which your school ensures equity and promotes social justice. Use the prompts to guide your writing.
    - Observe three activities related to student discipline. Students that represent the diversity of the school should be observed.
    - Observe an entire case conference committee.
    - Lead the supervision of one after school student activity.
    - Observe two parent/family-teacher conferences involving diverse families.

    In your r**eflection** respond to both parts of each of the following five prompts:

- How decisions reflected established ethical practices and what you would do to ensure ethical practices are followed in a similar situation(ELCC 5.2)
- How decisions reflected policies and procedures that supported equity and diversity and what you would do to ensure policies and procedures that support equity and diversity (ELCC 5.3);
- How decisions reflected legal principles and what you would do to ensure decisions that reflect legal principles (ELCC 5.4), and
- How decisions promoted social justice and what you would do to ensure decisions to promote social justice (ELCC 5.5).
- How well the school officials served as advocates for students, families, and caregivers and what you would do to ensure that you would serve as an advocate for students, families, and caregivers (ELCC 6.1).

2. Use technologies to monitor an instructional practice found in the school improvement plan for a team of teachers (i.e., grade level, middle school team, high school department). (ELCC 2.4) Summarize the results and share them with the teachers in order to identify how to provide assistance to improve the instructional practice (ELCC 2.2) The strategies identified must address how to fully accommodate learners' diverse needs in order to create personalized learning opportunities. (ELCC 2.1) Work with the team to implement strategies to assist them in improving the instructional practice. (ELCC 2.3) Write a professional report to explain what you did in each step and provide copies of the artifacts created.

3. Analyze the school's improvement plan, the school's master schedule, and the school's budget to determine the degree to which they maximize human and financial resources (ELCC 3.2), determine to what degree they focus on high-quality teaching and learning (ELCC 3.5), and determine how well reflect the involvement of school staff in decision-making processes (ELCC 3.4). Then identify specific recommendations that the school could adopt to address to improve all three areas: maximizing human and financial resources, focusing on high-quality teaching and learning, and involving staff in decision-making processes. (ELCC 3.2, 3.4, 3.5) Write a professional report to explain what you did in each step and provide copies of the artifacts created.

4. Describe the process your school uses that reflects the elements of a Professional Learning Community (PLC). Locate at least three reputable sources that describe and identify the operational elements necessary for a PLC to be successful. Use your findings from these resources to create a rubric to assess the operational effectiveness of your school's process or PLC. (ELCC 3.1) Share the rubric with your school's leadership team and ask members to work with you to analyze your school's operational effectiveness. Involve the group in using the results to develop an action plan to present to school leadership.(ELCC 3.4) The improvement plan must have at least four specific improvement strategies and be written to strategically address specific operational elements. (ELCC 1.2). Write a professional report to explain what you did in each step and provide copies of the artifacts created.

Assessment Scoring Guide for Specific Long-term Experiences

Sem Yr.	Exp #	Description ELCC	Proficient	Target	Emerging	Unacceptable
	1	How decisions reflected established ethical practices and what you would do to ensure ethical practices are followed in a similar situation(ELCC 5.2)	Cited four specific examples of how what was observed supports this element and explained at least two specific ways that s/he would ensure these practices.	Cited four specific examples of how what was observed supports this element and explained at least two specific ways that s/he would ensure these practices.	Cited three specific examples of how what was observed supports this element and explained at least two specific ways that s/he would ensure these practices.	Cited fewer than three specific examples of how what was observed supports this element and/or explained one or fewer specific ways that s/he would ensure these practices.
		How decisions reflected policies and procedures that supported equity and diversity and what you would do to ensure	Cited at least five specific examples of how what was observed supports this element and explained at least	Cited four specific examples of how what was observed supports this element and explained at least two specific ways that s/he	Cited three specific examples of how what was observed supports this element and explained at least two specific ways that s/he	Cited fewer than three specific examples of how what was observed supports this element and/or explained one or fewer specific ways that

		policies and procedures that support equity and diversity (ELCC 5.3);	two specific ways that s/he would ensure these practices.	would ensure these practices.	would ensure these practices.	s/he would ensure these practices.
		How decisions reflected legal principles and what you would do to ensure decisions that reflect legal principles (ELCC 5.4),	Cited four specific examples of how what was observed supports this element and explained at least two specific ways that s/he would ensure these practices.	Cited four specific examples of how what was observed supports this element and explained at least two specific ways that s/he would ensure these practices.	Cited three specific examples of how what was observed supports this element and explained at least two specific ways that s/he would ensure these practices.	Cited fewer than three specific examples of how what was observed supports this element and/or explained one or fewer specific ways that s/he would ensure these practices.
		How decisions promoted social justice and what you would do to ensure decisions to promote social justice (ELCC 5.5).	Cited four specific examples of how what was observed supports this element and explained at least two specific ways that s/he would ensure these practices.	Cited four specific examples of how what was observed supports this element and explained at least two specific ways that s/he would ensure these practices.	Cited three specific examples of how what was observed supports this element and explained at least two specific ways that s/he would ensure these practices.	Cited fewer than three specific examples of how what was observed supports this element and/or explained one or fewer specific ways that s/he would ensure these practices.
		How well the school officials served as advocates for students, families, and caregivers and what you would do to ensure that you would serve as an	Cited four specific examples of how what was observed supports this element and explained at least two specific ways	Cited four specific examples of how what was observed supports this element and explained at least two specific ways that s/he would ensure these	Cited three specific examples of how what was observed supports this element and explained at least two specific ways that s/he would ensure these	Cited fewer than three specific examples of how what was observed supports this element and/or explained one or fewer specific ways that s/he would ensure these

		advocate for students, families, and caregivers (ELCC 6.1).	that s/he would ensure these practices.	practices.	practices.	practices.
	2	Use technologies to monitor an instructional practice found in the school improvement plan for a team of teachers (i.e., grade level, middle school team, high school department). (ELCC 2.4)	Appropriate technology used to monitor a strategy or plan element for a group of eight or more teachers.	Appropriate technology used to monitor a strategy or plan element for a group of five to seven teachers.	Appropriate technology used to monitor a strategy or plan element for three or four teachers.	In appropriate technology used to monitor a strategy or plan element or group of teachers if ewer than three.
		Summarize the results and share them with the teachers in order to identify how to provide assistance to improve the instructional practice. (ELCC 2.2)	Summary was accurately presented in narrative format and in a visual chart or graph format. It provided evidence that the candidate can interpret the data and communicate progress toward achievement of the school improvement goal.	Summary was accurately presented i in a visual chart or graph format. It provided evidence that the candidate can interpret the data and communicate progress toward achievement of the school improvement goal.	Summary was accurately presented in narrative format It provided evidence that the candidate can interpret the data and communicate progress toward achievement of the school improvement goal.	The summary did not provide evidence that the candidate can interpret the data and communicate progress toward achievement of the school improvement goal.
		Strategies identified must address how to	There were at least three research-	There were two research-based	There was one research-based	There strategies identified would not

		fully accommodate learners' diverse needs in order to create personalized learning opportunities. (ELCC 2.1)	based strategies identified that will assist teachers in creating personalized learning opportunities.	strategies identified that will assist teachers in creating personalized learning opportunities.	strategies identified that will assist teachers in creating personalized learning opportunities.	assist teachers in creating personalized learning opportunities.
		Work with the team to implement strategies to assist them in improving the instructional practice. (ELCC 2.3)	The project summary and artifacts demonstrated that the teachers were involved in selecting at least two appropriate strategies and in designing the implementation (PD) plan.	The project summary and artifacts demonstrated that the teachers were involved in selecting one appropriate strategy and in designing the implementation (PD) plan.	The project summary and artifacts demonstrated that the teachers were involved in selecting appropriate strategy(ies) or in designing the implementation (PD) plan.	The project summary and artifacts demonstrated that the teachers were not involved in selecting appropriate strategy(ies) nor in designing the implementation (PD) plan.
	3	Determine the degree to which they maximize human and financial resources and recommends strategies (ELCC 3.2),	The project summary and artifacts provided evidence of the analysis and of at least three appropriate recommendations.	The project summary and artifacts provided evidence of the analysis and two appropriate recommendations.	The project summary and artifacts provided evidence of the analysis and one appropriate recommendation.	The project summary and artifacts provided evidence of only analysis or inappropriate recommendations.
		Determine to what degree they focus on high-quality teaching and learning and	The project summary and artifacts provided evidence of the	The project summary provided and artifacts evidence of the analysis and two appropriate	The project summary and artifacts provided evidence of the analysis and one	The project summary and artifacts provided evidence of only analysis or inappropriate

		recommend strategies(ELCC 3.5)	analysis and of at least three appropriate recommendations.	recommendations.	appropriate recommendation.	recommendations.
		Determine how well reflect the involvement of school staff in decision-making processes and recommend strategies (ELCC 3.4).	The project summary and artifacts provided evidence of the analysis and of at least three appropriate recommendations.	The project summary and artifacts provided evidence of the analysis and two appropriate recommendations.	The project summary and artifacts provided evidence of the analysis and one appropriate recommendation.	The project summary and artifacts provided evidence of only analysis or inappropriate recommendations.
	4	Dreate a rubric to assess the operational effectiveness of your school's process or PLC. (ELCC 3.1)	Used at least four reputable sources to design an appropriate rubric.	Used three reputable sources to design an appropriate rubric.	Used at two reputable sources to design an appropriate rubric.	Used one or fewer reputable source or designed an inappropriate rubric.
		Involve the group in using the results to develop an action plan to present to school leadership.(ELCC 3.4)	Project summary and artifacts provided evidence that the group used the rubric to assess the effectiveness of the school's PLC, developed the action plan., and helped present it to school leadership.	Project summary and artifacts provided evidence that the group used the rubric to assess the effectiveness of the school's PLC and developed the action plan.	Project summary and artifacts provided evidence that the group developed the action plan using the candidate's analysis of the school's PLC.	Project summary and artifacts provided evidence that candidate completed all parts of the project with no teacher involvement.
		Improvement plan must have at least four specific improvement	The improvement plan has five or more specific	The improvement plan has four specific strategies that are	The improvement plan has three specific strategies that are	The improvement plan has two or fewer strategies or the plan

		strategies and be written to strategically address specific operational elements. (ELCC 1.2).	strategies that are written in a way that they can be operationalized.	written in a way that they can be operationalized.	written in a way that they can be operationalized.	cannot be operationalized.

Projects 4a and 4b

Project 4a: Teacher Induction

Directions:
Once you have hired the best, can you keep them? If a school is in constant turnover, what is the impact on student learning and school improvement? What is your school now doing and what can you do to lead the development of an effective teacher induction process that stewards the school vision and sustains school improvement? This project has been developed so that you can implement what you have learned to positively l impact the school in which you are working.

1. Utilize what you have learned in coursework and locate other research to prepare a PowerPoint or a written overview that highlights the research findings for at least 5 challenges that beginning teachers' experience. Also include the recommendations from the literature to address those challenges. Using the research findings construct an evaluation process (survey, etc.) that can be used to assess your school's teacher induction. (ELCC 1.4)
2. Convene a group of teachers including both veteran and novice teachers that reflect the diversity of the school. Ensure the teachers reflect work with all groups of students: second language, disability, gender, race, socio-economic, high ability.
    Share the power point and/or narrative and evaluation tool from step 1 with t hem. Ask them to determine how well your school's induction process addresses the issues identified in your presentation and in the tool. (ELCC 4.1)
3. Summarize in a narrative the results that describe your school's organization effectiveness related to teacher induction from both the discussion and application of the tool based upon the research findings. (ELCC 3.1)
4. Meet with the group of teachers again to facilitate the development of a vison of induction for your school based upon the summary you developed. The vision will be used to guide the rest of the project. (ELCC 1.1)
5. Lead the development of a research-based teacher induction plan or revise your school's current plan. The plan needs to contain explicit objectives, specific actions, a timeline, and the person(s) responsible for each action. (ELCC1.2) The plan must be aligned to the school's vision and it must address the following elements:

Orientation - This media presentation will be used to introduce beginning teachers and their mentors to the induction procedures. It should be prepared last in order to consider all of the elements included in the process. (ELC2.4)

Acclimation-inculcation - This part of the plan will focus on how and what you present to the teachers so that they understand, at a minimum, the school's operational processes and procedures for student discipline, staff and student safety. (ELCC3.3); school schedules and expectations for use of instructional time (ELC 3.5); and expectations for the implementation of the school's improvement plan and the school's professional development plan. (ELCC 1.3). This part of the plan must also introduce the beginning teachers to the school's community by providing information about the school community (ELCC 4.1) and information about the diverse community resources and how they can be used to improve the school's program (ELCC 4.2) as well as information on how the school develops collaborative relationships with families and caregivers. (ELC 4.3) The plan must also include at least three other elements related to the findings from the research-based tool used to assess your school's induction plan that will promote equitable learning opportunities and student success. (ELCC 6.2)

Mentoring-sponsorship - With the team identify strategies, to include in the plan, which will enhance the effectiveness of the current mentoring program. If a program is not in place, create a mentoring program for your school. This part of the plan must serve to develop the school's capacity for distributed leadership. (ELCC 3.1)

Scaffolding requirements for new & experienced teachers – Develop a three to five year plan that will ensure that beginning teachers are not overwhelmed with responsibilities and they grow and develop over time. This element will also address how scaffolding can help build teacher leaders who steward the school vision. (ELC 3.1)

Professional development to assist the induction process – Identify and include in the plan the professional develop needed by beginning teachers as well as those involved in mentoring and leading them. (ELCC 2.3)

Present and advocate for the induction plan the team developed or revised to the principal and the school's leadership team. In the presentation, address how the program is necessary to implement and sustain the school's vision, (ELCC 1.1), promote positive school culture (ELCC 2.1), and distributed leadership and rigorous school instructional program. After you have presented the plan and the rationale for each component, ask for feedback from the principal and team. Summarize the feedback and your reaction to the feedback in a reflective 2-3 page paper. (ELCC 5.2) Consider the feedback with an open mind. In your reflection, address the following 15 points

- What you did well, what you could have done better, and what you would do related to this project as you begin your first job as a building level administrator in order to demonstrate your resiliency. (ELCC 5.5)
- How you demonstrated reflective practice, transparency and ethical behavior throughout the project.

Assessment Scoring Guide for Induction Project

Description ELCC	(4)	(3)	(2)	(1)
Using the research findings construct an evaluation process that can be used to assess your school's induction process. (1.4)	Power point or written overview cited more than 5 references from research about challenges for beginning teachers. Used research findings to construct an evaluation process. Evaluation process included more than one method to assess school's induction process.	Cited 5 challenges for beginning teachers. Used research findings to construct an evaluation process.	Cited 4 challenges for beginning teachers. Used research findings to construct an evaluation process	Cited fewer than 3 challenges for beginning teachers. Did not use research findings to construct an evaluation process.
Determine how well your school's induction process addresses the issues identified in your presentation and in the tool. (4.1)	Evidence of convening a group of teachers and clearly identified teachers who were veteran and novice, reflected the diversity of the school and who worked with all groups of students. Ask them to determine how well school's induction process addresses the issues identified in your	Evidence of convened group of teachers and clearly identified teachers who were veteran and novice, reflected the diversity of the school and who worked with all groups of students. Ask them to determine how well school's induction process addresses the issues identified in your	Convened a group of teachers. Ask them to determine how well school's induction process addresses the issues identified in your presentation and	Did not convene teachers to gather information about school's induction process. Relied on research findings.

	presentation and the evaluation tool. Included at least 5 additional questions, solicited negative and positive comments and reviewed common concerns with group.	presentation and the evaluation tool	the evaluation tool.	
Summarize in a narrative the results that describe your school's organization effectiveness related to teacher induction from both of the discussion and the application of the tool based upon the research findings. (3.1)	Candidate artifact demonstrates an ability to summarize results from discussion, research and evaluation tool and the school's organizational effectiveness related to induction. Summary included positive and negative findings, disaggregated by teacher experience and challenges, and synthesis of areas most affected by results.	Candidate artifact demonstrates an ability to summarize results from discussion, research and evaluation tool and the school's organizational effectiveness.	Candidate artifact demonstrates an ability to summarize results from discussion, research and evaluation tool.	Project summary demonstrated an awareness of teacher induction at the school but no analyses of evidence from research or evaluation tool.
Facilitate the development of a vison of induction for your school based upon the summary you developed. (1.1)	Artifact documents second meeting, attendance and process to facilitate vision development. Vision is included in artifact. Discussion points are provided, impact of vision on student achievement and synthesizes the previous summary as it relates to the	Artifact documents second meeting, discussion, attendance and process to facilitate vision development of vision and copy of vision.	Artifact documents second meeting, attendance and vision.	Artifact list second meeting and attendance. Does not provide vision statement.

	vision.			
Lead the development of a research-based teacher induction plan or revise your school's current plan. The plan needs to contain explicit objectives, specifications, a timeline, and the person(s) responsible for each action (1.2);	Artifact describes involvement of teacher group in development of induction plan. Plan has at least 5 objectives, timeline, and person's responsible for each action. Description of process for facilitating the development of the plan is included in the artifact. Decision making process is described. Impact of plan on other aspects of the school environment is provided.	Artifact describes involvement of teacher group in development of induction plan. Plan has at least 3 objectives, timeline, and person's responsible for each action.	Artifact describes involvement of teacher group in development of induction plan. Plan has at least 2 objectives, timeline, and person's responsible for each action.	Artifact describes involvement of teacher group in development of induction plan. No objectives, timeline or person responsible provided.
Orientation – introduction to beginning teachers and their mentors to the induction procedures. (2.4)	Artifact described how, when, and length of orientation including where it would take place, facilitators of orientation, and resources needed for orientation. Artifact included a reflection on best practices for orientation of this type.	Artifact described how, when and length of orientation including where it would take place, facilitators of orientation, and resources needed for orientation.	Artifact described how, when, where orientation would take place, facilitators of orientation, and resources needed for orientation.	Artifact described introduction of orientation for beginning teachers.
Acclimation-inculcation - the school's operational processes and procedures for student discipline, staff and student safety (3.3);	Artifact (the plan) identifies explicitly what operational processes and procedures for student discipline, and staff and student safety that will be covered in the orientation or timeframe for when items	Artifact (the plan) identifies explicitly what operational processes and procedures for student discipline, and staff and student safety that will be covered in the orientation or timeframe for when items	Artifact (the plan) identifies what operational processes and procedures for student discipline, and	Artifact list few specific examples or details of how acclimation – inculcation will take place.

	will be covered. Lists who will present information and resources needed;	will be covered. Lists who will present information and resources needed;	staff and student safety that will be covered in the orientation or timeframe for when items will be covered.	
school schedules and expectations for use of instructional time (3.5);	Plan lists timeframe for sharing school schedule and expectation for instructional time;	Plan lists timeframe for sharing school schedule and expectation for instructional time;	Plan lists timeframe for sharing school schedule and expectation for instructional time;	
expectations for the implementation of the school's improvement plan and the school's professional development plan (1.3);	Artifact lists components of the school improvement plan and when they will be covered and by whom along with a professional development timeline with topics relevant to new teachers;	Plan lists components of the school improvement plan and when they will be covered and by whom along with a professional development timeline with topics relevant to new teachers;	Plan lists components of the school improvement plan and when they will be covered and by whom along with a professional development timeline with topics relevant to new teachers;	
Introduce the beginning teachers to the school's community by providing information about the	Plan includes information on school community, when this information will be presented and by whom;	Plan includes information on school community, when this information will be presented and by whom;	Plan includes information on school community,	

school community (4.1);			when this information will be presented and by whom;	
Information about diverse community resources and how they can be used to improve the school's program (4.2);	Plan addresses diverse community resources and strategies for how to use resources to improve school program;	Plan addresses diverse community resources and strategies for how to use resources to improve school program;	Plan addresses diverse community resources and strategies for how to use resources to improve school program;	
As well information on how the school develops collaborative relationships with families and caregivers (4.3).	Plan describes existing collaborative relationships with families and caregivers, expectations, and ideas on how to build these relationships. Artifact includes a reflection on how component impact other aspects of the school environment by synthesizing those other areas affected.	Plan describes existing collaborative relationships with families and caregivers, expectations, and ideas on how to build these relationships.	Plan describes existing collaborative relationships with families and caregivers, expectations, and ideas on how to build these relationships.	
The plan must also include at least three other elements related to the findings from the research-based tool used to assess your school's induction plan	Plan includes and identifies where in the plan three or more elements from the evaluation tool that promote equitable learning opportunities and student success. Artifact includes a	Plan includes and identifies where in the plan at least three elements from the evaluation tool that promote equitable learning opportunities and student success.	Plan includes and identifies where in the plan two elements from the evaluation tool that promote equitable	Plan does not identify any elements from the evaluation tool that promote equitable learning opportunities and student success.

14

that will promote equitable learning opportunities and student success. (6.2)	reflection and analyses of the impact of the plan on other areas of the school environment with a synthesis of the affect.		learning opportunities and student success.	
Mentoring sponsorship. With the team, identify strategies to include in the plan that will enhance the effectiveness of the current mentoring program. If a program is not in place, create a mentoring program for your school. This part of the plan must serve to develop the school's capacity for distributed leadership (3.4).	Artifact (the plan) includes at 5 or more strategies to enhance current plan or develops a mentoring plan with at least 5 strategies including steps to establish the mentoring program, timeline, participation, and resources needed. Both plans describe methods for building the school's capacity for distributed leadership based on best practices. Artifact documents how this component impacts other aspects of the school environment.	Artifact (the plan) included at least 5 strategies to enhance current plan or development of mentoring program that serves to develop the school's capacity for distributed leadership.	Artifact (the plan) included at least 4 strategies to enhance current plan or development of a mentoring plan that serves to develop the school's capacity for distributed leadership.	Artifact (the plan) cites fewer than 3 strategies of enhancing existing mentoring plan and/or the development of mentoring program. c
Develop a three to five year plan that will ensure that beginning teachers are not overwhelmed with responsibilities and they grow and develop over time (3.1).	Artifact describes a five year plan with responsibilities gradually increasing over time. Plan details each year with required topics focusing on teaching excellence and options for area of growth. Artifact documents how plan impacts student	Artifact describes a 3-5 year plan with responsibilities gradually increasing overtime that do not overwhelm the beginning teacher.	Artifact describes a 3 year plan responsibilities gradually increasing overtime that do not overwhelm the beginning teacher.	Artifact did not provide evidence that candidate considered developing the beginning teacher over time.

	achievement.			
Professional development to assist the induction process. Identify and include in the plan the professional development needed by beginning teachers as well as those involved in mentoring and leading them. (2.3)	Artifact described professional for 4 years for beginning teacher and mentor. Plan included professional development options/topics, researched based PD, and included mentor attending with mentee and/or separate PD for beginning teacher. Plan included mentor and mentee identifying their PD needs and reflection time after each PD. Artifact documents how this component impacts other area of the school environment.	Artifact described professional develop for 3 years for beginning teacher and mentor.	Artifact described professional for each year for beginning teacher and mentor.	Professional development opportunities focused on beginning teacher only.
Present the induction plan you and the team developed or revised to the principal and the school's leadership team. In the presentation address how this process is necessary to implement the school's vision (1.1);	Artifact describes the presentation of the plan to principal and leadership team, who was present, how plan was developed (teacher involvement, research and evaluation), vision statement, and how the process implements school vision;	Artifact describes the presentation of the plan to principal and leadership team, who was present, how plan was developed (teacher involvement, research and evaluation), vision statement, and how the process implements school vision;	Artifact states that presentation was given and includes description of how the process is necessary to implement the school's vision.	Plan is given to leadership team with discussion. Artifact does not describe the presentation.
Promote positive school culture (2.1);	5 examples of how the plan promotes positive school culture; and	4 examples of how the plan promotes positive school culture; and	3 examples of how the plan promotes	2 or fewer examples of how the plan promotes positive school culture;

			positive school culture; and	and
And ensure equity learning opportunities for all. (6.3)	3 examples from the plan that ensures equity learning opportunities for all.	2 examples from the plan that ensures equity learning opportunities for all.	1 example from the plan that ensures equity learning opportunities for all.	No examples from the plan that ensures equity learning opportunities for all.
Summarize the feedback and your reaction to the feedback in a reflection. (5.2)	Candidate three page reflection paper lists feedback and who said what about the program and presentation. Reflection synthesizes presentation in light of feedback and reflection.	Candidate three page reflection paper lists feedback about the program and candidate reaction to each feedback comment.	Candidate developed a 2 page reflective paper on feedback.	Candidate reflection paper demonstrates an awareness of the need to solicit feedback.
Address what you did well, what you could do better, and what you would do related to this project as you begin your first job as a building level administrator in order to demonstrate your resiliency. (5.5)	Candidate reflection also addressed: What went well, what could be improved, how project might be used in first job as administrator. Artifact describes how the project builds resiliency. Includes research on how to build resiliency as a new administrator, the importance of feedback and reflection. Artifact describes next steps.	Candidate paper also addressed: What went well, what could be improved, how project might be used in first job as administrator. Artifact describes how the project demonstrates resiliency.	Candidate paper also addressed: What went well, what could be improved, how project might be used in first job as administrator.	Reflection paper demonstrated an awareness of how to improve project.

Project 4b: The Impact of a Future Trend on Your Leadership and Your School

A practicum seminar or a meeting with your Clinical Faculty supervisor will help you focus on this project.
In school leadership we must learn from our missteps so that we don't make the same mistakes. We must live and work in the here and now to address the needs of our students and ensure their success. But we must also consider the future so that we aren't caught "off guard" and forced to react to change rather than be proactive to the change as it occurs. This project requires you to demonstrate that you have the skills to identify a future trend; analyze its potential impact for you, your students, your school and your school community; and develop a proactive plan.

Examples of trends that have occurred over the last several years include, but are not limited to, the following: loss of teacher tenure, salary tied to student achievement, Common Core, rights of LGBTQ students, vouchers, charter schools, and bullying and harassment laws. All of these have required schools and districts to make adjustments to policies and procedures. Many have been impacted by or have impacted schools' cultures.

For this project you are to first research the literature to identify an emerging trend. It can't be one that has emerged but is emerging. Share that issue with your clinical faculty supervisor. The practicum seminar may also be useful in helping you identify the emerging trend.

Once you have identified the emerging trend, you will write a ten to fifteen paper paper that includes the following elements. The paper must be written in APA style and cite at least six reputable resources:

1. Four to six pages that describe the emerging trend that will affect the school in which you work or plan to work and why. (ELCC 6.3)
2. Describe the results of your analysis on what legal and ethical issues are related to or will be impacted by this emerging trend. (ELCC 5.3)
3. Describe the results of your analysis on how the emerging trend will impact policies positively or negatively related to social justice, equity, acceptance, and respect between and among the school's stakeholders. (ELCC 5.5)
4. Identify a change theory and explain you would utilize the theory as you lead your school through the anticipated change(s) caused by the emerging trend. (ELCC 1.3)
5. Explain the specific strategies you would employ to ensure effective relationships with families (ELCC 4.2) and community partners (ELCC 4.4) as the emerging trend impacts your school. Support your choice of these strategies with rationale.
6. Explain the specific strategies you would employ to promote trust, equity, fairness and respect among and between all stakeholders. (ELCC 2.1) Support these strategies with rationale.

7. At the end paper summarize how you will act with integrity and fairness to ensure that student academic and social success are at the forefront of your leadership efforts. (ELCC 5.1)

Description ELCC	4	3	2	1
Describe the emerging trend that will affect the school in which you work or plan to work and why you chose this trend. (ELCC 6.3)	Candidate describes the emerging trend citing at least five reputable resources; provides rationale for choosing the topic; reader can understand the emerging trend with no prior knowledge of the trend.	Candidate describes the emerging trend citing three or four reputable resources; provides rationale for choosing the topic; reader can understand the emerging trend with no prior knowledge of the trend.	Candidate describes the emerging trend citing 2 reputable resources; provides rationale for choosing the topic; reader can understand the emerging trend with no prior knowledge of the trend.	Candidate describes the emerging trend citing one or no reputable resources; or fails to provide rationale for choosing the topic; or reader needs prior knowledge in order to understand the trend.
Describe the results of your analysis on what legal and ethical issues are related to or will be impacted by this emerging trend. (ELCC 5.3)	Candidate correctly describes at least four results of the analysis on what legal and ethical issues are related to the trend or what legal and ethical issues will be impacted by this emerging trend.	Candidate correctly describes three results of the analysis on what legal and ethical issues are related to the trend or what legal and ethical issues will be impacted by this emerging trend.	Candidate correctly describes two results of the analysis on what legal and ethical issues are related to the trend or what legal and ethical issues will be impacted by this emerging trend.	Candidate correctly describes one or no results of the analysis on what legal and ethical issues are related to the trend or what legal and ethical issues will be impacted by this emerging trend.
Describe the results of your analysis on how the emerging trend will impact policies positively or negatively related to social justice, equity,	Candidate describes the results of the analysis of the emerging trend's impact on policies and explains whether they would be positive or negative related to social	Candidate describes the results of the analysis of the emerging trend's impact on policies and explains whether they would be positive or negative related to social	Candidate describes the results of the analysis of the emerging trend's impact on policies and explains whether they would be positive or negative related to social justice, equity,	Candidate description is limited to a partial analysis of any of the following: impact on policies, whether they would be positive or negative related to social justice,

acceptance, and respect between and among the school's stakeholders. (ELCC 5.5)	justice, equity, acceptance and respect among and between the school's stakeholders. Stakeholders include more than students, teachers, and parents.	justice, equity, acceptance and respect among and between the school's stakeholders. Stakeholders include students, teachers, and parents.	acceptance and respect among and between the school's stakeholders. Stakeholders include two groups.	equity, acceptance and respect among and between the school's stakeholders.
Identify a change theory and explain you would utilize the theory as you lead your school through the anticipated change(s) caused by the emerging trend. (ELCC 1.3)	Description of change theory is supported by at least four credible sources. The application of the change theory is described in such a way that the reader understands how the theory is being applied with no prior knowledge of the theory.	Description of change theory is supported by three credible sources. The application of the change theory is described in such a way that the reader understands how the theory is being applied with no prior knowledge of the theory.	Description of change theory is supported by two credible sources. The application of the change theory is described in such a way that the reader understands how the theory is being applied with no prior knowledge of the theory.	Description of change theory is supported by one or no credible sources. The application of the change theory is described in such a way that the reader must have prior knowledge in order to understand its application.
Explain the specific strategies you would employ to ensure effective relationships with families (ELCC 4.2) Support your choice of these strategies with rationale.	Candidate explains at least three specific strategies to use with families and provides appropriate rationale for choosing the strategies.	Candidate explains two specific strategies to use with families and provides appropriate rationale for choosing the strategies.	Candidate explains one specific strategy to use with families and provides appropriate rationale for choosing the strategy.	Candidate names specific strategies to use with families or provides no rationale.
Explain the specific strategies you would employ to ensure effective	Candidate explains at least three specific strategies to use with community partners and	Candidate explains two specific strategies to use with community partners and provides appropriate	Candidate explains one strategy to use with community partners and provides appropriate	Candidate names specific strategies to use with community partners or provides no rationale.

relationships with community partners (ELCC 4.4) as the emerging trend impacts your school. Support your choice of these strategies with rationale.	provides appropriate rationale for choosing the strategies.	rationale for choosing the strategies.	rationale for choosing the strategy.	
Explain the specific strategies you would employ to promote trust, equity, fairness and respect among and between all stakeholders. (ELCC 2.1) Support these strategies with rationale.	At least one specific strategy with rationale is provided for each: trust, equity, fairness, and respect among and between all stakeholders; stakeholder group extends beyond students, families, and teachers.	At least one specific strategy with rationale is provided for each: trust, equity, fairness, and respect among and between all stakeholders; stakeholders limited to students, families, and teachers.	At least one specific strategy with rationale is provided for three of the following: trust, equity, fairness, and respect among and between all stakeholders; or stakeholders limited to two groups.	A specific strategy with rationale is provided two or fewer of the following: trust, equity, fairness, and respect among and between all stakeholders; or stakeholders limited to one group.
At the end paper summarize how you will act with integrity and fairness to ensure that student academic and social success are at the forefront of your leadership efforts. (ELCC 5.1)	Summary provides three specific examples with explanations of how the candidate plans to act with integrity and fairness to ensure that student success are the forefront of leadership efforts; reader is able to understand how the candidate will act.	Summary provides two specific examples with explanations of how the candidate plans to act with integrity and fairness to ensure that student success are the forefront of leadership efforts; reader is able to understand how the candidate will act.	Summary provides one specific example with and explanation of how the candidate plans to act with integrity and fairness to ensure that student success are the forefront of leadership efforts; reader is able to understand how the candidate will act.	Summary provides examples of how the candidate plans to act with integrity and fairness to ensure that student success are the forefront of leadership efforts; reader is not able to understand how the candidate will act.