



Educational Administration Tier 1 Program

Signature Assignment for EDAD 677B

Critique of School Planning Processes

Student Learning Outcomes Assessed

SLO #2: Advocate, and sustain a school culture and instructional program conducive to student learning and staff professional growth.

Description of the Signature Assignment

Candidates will study how to develop and sustain a culture for continuous school improvement by analyzing and synthesizing one school's annual improvement planning process. Candidates will identify which goals the site has accomplished according to its Single Plan for Student Achievement (SPSA) and what goals need to be addressed. The current context of the Local Control Funding Formula (LCFF) along with the Local Control Accountability Plan (LCAP) significantly impact the planning processes at schools. When combined with the Common Core for Student Success (CCSS), school leaders will be challenged to sustain authentic school improvement processes while engaging stakeholders in meeting these new standards and requirements.

Directions for Students

Candidates will analyze and provide a written summary of one school's annual improvement planning process noting what the site has done that is aligned with the SPSA and requirements that still need to be addressed.

Candidates will strategically examine the continuous improvement planning processes that take place on the school site level or, where appropriate, the district level. In doing so, it is critical that context be provided in summary background information detailing demographics, location and size, recent organizational or structural changes, and community engagement.

A summary and brief analysis of planning processes designed for continuous improvement of student achievement will lead to the candidate considering implications for leaders and leadership in facilitating the improvement process. This will include what and how data are utilized, how teachers are organized around collaborative structures to inform direction of school, including assessment of teaching and learning, while in context of content standards.

Leadership applications, or Implementation strategies for building organizational capacity, will provide the student an opportunity to identify actions they would take in moving the school (organization) forward. Drawing from class readings and discussions, how would you, the writer, utilize and facilitate "great" practices as principal. An example of this might be how resources are allocated to fund "the plan"

Requirements for Written Assignment

All written assignments must be typed, professionally written, spell-checked, double-spaced with a standard 12-point font, 1" margins, and are due when stipulated.

When references are used, they must be properly cited using a standard and consistent format. American Psychological Association (APA) format (6th Edition) is required.

Scoring Rubric

Component	Superior	Adequate	Needs Work	Score
Introduction	A brief overview of the school provides key information regarding size, type, demographics, and information about the school's decision-making structure and/or processes tied explicitly to understanding the current planning process being analyzed.	A brief overview of the school provides information regarding size, type, demographics, and information about the school's decision-making structure and/or processes, loosely connected to the current planning process being analyzed.	A brief overview of the school provides information regarding size, type, demographics, and/or other information, but is lacking connection to the current planning process being analyzed.	
POINTS	4	3-2	1	
Summary of the school improvement planning process	A summary of the school's SPSA planning process is presented and is concise. The summary provides a clear picture of the process, including timeline, data utilized, and internal and external participants.	A summary of the school's SPSA planning process is presented that may be lacking in depth or clarity.	A summary of the school's planning process is presented but there is a lack of alignment with the SPSA requirements.	
POINTS	4	3-2	1	
Analysis of the process <i>(Citations required)</i>	An analysis of the planning process is clearly presented with references to SPSA requirements. Strengths and areas for growth regarding the planning process are identified, backed by evidence provided from the summary. Compares plan to all applicable LCAP metrics.	An analysis of the planning process is presented, but may lack references to the SPSA. The author identifies some strengths and areas for growth in the planning process backed by evidence provided from the summary. Compares plan to some LCAP metrics.	An analysis of the planning process is presented, but may lack references or may lack reference to the evidence provided from the summary. Lacks comparison to LCAP.	
POINTS	6-5	4-3	2-1	
Implications (The What)	At least 2 implications for educational leadership are presented, each in thorough detail with rich description regarding the possible challenges within the continuous planning process.	At least 2 implications for education are presented with an adequate description of the possible consequences.	Only 1 implication presented with minimal description.	
POINTS	6-5	4-3	2-1	
Application (The How)	Clear, detailed description of application & implementation steps and or strategies. All elements of the prompt are addressed in detail. Plan presents what needs to be considered before implementation, during, and after. Cites both readings and class discussions (min of 3).	Implementation steps are presented in less detail than superior column. May omit 1-2 important considerations that could derail implementation. Gives some reference to course readings and discussions.	Implementation steps are brief with little thought regarding what is truly needed to comply with the ruling.	
POINTS	6-5	4-3	2-1	

Composition	The paper is clearly organized and easy to read due to clearly labeled headings of subsections, with proper APA use of citations throughout. The paper is free from grammatical and spelling errors.	This paper is clearly organized, however, it may lack readability features such as subheadings, or may have an occasional spelling, grammatical, or APA error.	This paper is not clearly organized, is lacking in readability features, and/or contains numerous APA, spelling or grammatical errors. For a "1," these errors interfere with the delivery of the content resulting in confusion for the reader.	
POINTS	4	3-2	1	
Total				/30

Legend

Total Points	College of Education Assessment Scale Equivalent
26-30	4 (Exceeds Expectations)
21-25	3 (Meets Expectations)
17-20	2 (Meets Some Expectations)
16	1 (Does Not Meet Expectations)
0-15	0 (Can't Score)