

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.

Spring 2015- Present 1

Scoring Rubric

| 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. POINTS 4 Summary of the school's SPSA planning process being analyzed. POINTS 4 Summary of the school's SPSA planning process is presented and is concise. The summary provides a cale pricture of the processes, including timeline, data utilized, and internal and external participants. POINTS 4 An analysis of the planning process is clearly presented with references to SPSA requirements. Strengths and areas for growth regarding the planning process plan to all applicable LCAP metrics. POINTS 6-5 Implications (The What) POINTS 6-5 Clair, deal planning process within the continuous planning process in presented with an adequate description of applications (The What) POINTS 6-5 Application (The What) FOINTS 6-5 Application (The What) POINTS 6-5 Application (The How) POINT | Component | Superior | Adequate | Needs Work | Score |
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| The What) presented, each in thorough detail with rich description regarding the possible challenges within the continuous planning process. POINTS 6-5 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). with an adequate description of of the possible consequences. with an adequate description of of the possible consequences. with an adequate description of the possible consequences. with an adequate description of the possible consequences. limplementation 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. | Implications | | | 1 - | |
| detail with rich description regarding the possible challenges within the continuous planning process. POINTS 6-5 Clear, detailed description of application & implementation steps are presented in less detail than 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). detail with rich description of the possible consequences. 4-3 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. | (The What) | • | I | 1 3 | |
| regarding the possible challenges within the continuous planning process. POINTS 6-5 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). consequences. 2-1 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. | (************************************** | · · | | a coon parenn | |
| within the continuous planning process. 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). | | 1 | • | | |
| POINTS 6-5 Application (The How) Clear, detailed description of application & implementation steps are presented in less detail than superior column. May omit 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). Application Clear, detailed description of application & 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 class discussions (min of 3). | | | | | |
| POINTS Application (The How) Clear, detailed description of application & implementation steps are presented in less detail than superior column. May omit 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). Clear, detailed description of application steps are presented in less detail than superior column. May omit regarding what is truly needed to comply with the ruling. Implementation steps are presented in less detail than superior column. May omit regarding what is truly needed to comply with the ruling. | | | | | |
| Application (The How) Clear, detailed description of application & implementation steps are presented in less detail than superior column. May omit 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 regarding what is truly needed to comply with the ruling. Implementation steps are presented in less detail than superior column. May omit that could derail implementations. Gives some reference to course readings and discussions. | POINTS | | 4-3 | 2-1 | |
| (The How) 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). | Application | Clear, detailed description of | Implementation steps are | Implementation steps are | |
| 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). 1-2 important considerations that could derail implementation. Gives some reference to course readings and discussions. 1-2 important considerations needed to comply with the ruling. | Application | application & implementation | presented in less detail than | brief with little thought | |
| addressed in detail. Plan presents what needs to be considered before implementation, during, and after. Cites both readings and class discussions (min of 3). that could derail implementation. Gives some reference to course readings and discussions. | (The How) | steps and or strategies. All | superior column. May omit | regarding what is truly | |
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| presents what needs to be considered before reference to course readings and discussions. after. Cites both readings and class discussions (min of 3). | | addressed in detail. Plan | that could derail | ruling. | |
| considered before reference to course readings and discussions. after. Cites both readings and class discussions (min of 3). | | presents what needs to be | implementation. Gives some | | |
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| after. Cites both readings and class discussions (min of 3). | | implementation, during, and | _ | | |
| class discussions (min of 3). | | - | | | |
| | | _ | | | |
| | POINTS | 6-5 | 4-3 | 2-1 | |

Spring 2015- Present 2

| POINTS | 4 | 3-2 | content resulting in confusion for the reader. 1 Total | /30 |
|-------------|--|--|---|-----|
| 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 | |

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) |

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