Assessment VII Part A: The Supervision and Evaluation of Support Staff and Educational Programs
ELCC Standards: 2.2, 2.3, 4.1, 4.2
Evaluation of School Program/Presentation: EDLP 612, Spring Year II

(The element(s) highlighted in yellow are used to assess diversity outcomes)

	Target= 3	Acceptable = 2	Unacceptable = 1
E 1 **Program Action Plan** **Evaluation of School Programs and Community Relations** **Candidates provide effective instructional program.** ELCC 2.2	Designs an effective and detailed plan for the evaluation and assessment of an educational program at a school site according to the rubric developed during the course. All essential components for data collection including a time line and personnel responsibilities are included. The evaluation provided clear evidence of the candidate's: • Ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. • Ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs. • Ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.	Designs an acceptable plan for the evaluation and assessment of an educational program at a school site according to the rubric developed during the course. Some of the essential components were not included. A time line and personnel responsibilities were included. The evaluation provided acceptable evidence of the candidate's: • Ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. • Ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs. • Ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.	Designs an unacceptable plan for the evaluation and assessment of an educational program at a school site that did not follow the rubric developed during the course. Some of the essential components were not included. A time line or personal responsibilities were not included. The evaluation provided insufficient evidence of the candidate's: • Ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. • Ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs. • Ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.

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E 2 Written critique Candidates provide best practice to student learning. ELCC 2.3	Provides a comprehensive and accurate analysis of the academic program evaluation. Included in the report is a detailed description of the process/ procedures followed as well as recommendations for the program that are supported by the data. Comments and suggestions from the mentor are included. The paper contains strong evidence of the candidate's knowledge and understanding of the following: - Ability to assist school personnel in understanding and applying best practices for student learning. - Application of human development theory, proven learning and motivational theories, and concern for diversity to the learning process. - Understanding of how to use appropriate research strategies to promote an environment for improved student achievement. The paper contains few or no errors in grammar, spelling, and punctuation.	Provides an accurate analysis of the academic program evaluation. Included in the report is a description of the process/procedures followed as well as recommendations for the program that are not always supported by the data. Comments and suggestions from the mentor are included. The paper contains satisfactory evidence of the candidate's knowledge and understanding of the following: - Ability to assist school personnel in understanding and applying best practices for student learning. - Application of human development theory, proven learning and motivational theories, and concern for diversity to the learning process. - Understanding of how to use appropriate research strategies to promote an environment for improved student achievement. The paper contains few or no errors in grammar, spelling, and punctuation.	Provides an accurate analysis of the academic program evaluation. Included in the report is a description of the process/procedures followed but the recommendations are not supported by the data. Comments and suggestions from the mentor are included. The paper lacks convincing evidence of the candidate's knowledge and understanding of the following: - Ability to assist school personnel in understanding and applying best practices for student learning. - Application of human development theory, proven learning and motivational theories, and concern for diversity to the learning process. - Understanding of how to use appropriate research strategies to promote an environment for improved student achievement. The paper has more than a few errors in grammar, spelling, and punctuation.

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E 3 Community Presentation of Results Candidates collaborate with families and other community groups and respond to community interests and needs. ELCC 4.1, 4.2	Creates a video/DVD presentation that is technically correct, summarizes the evaluation process, and provides a detailed account of the recommendations with supporting evidence. Charts or other visuals that supported the data collection and recommendations are included. The overall presentation was excellent and reflected a clear majority of the following leadership skills and awareness: • Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning. • Candidates involved families in the education of their children based on the belief that families have the best interests of their children in mind. • Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members. • Candidates apply an understanding of community relations models, marketing strategies and processes, data-	Creates a video/DVD presentation that contains one or two technical errors, summarizes the evaluation process, and provides a somewhat detailed account of the recommendations with supporting evidence. Charts or other visuals that supported the data collection and recommendations are included. The overall presentation was satisfactory and reflected a sufficient number of following leadership skills and awareness: • Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning. • Candidates involved families in the education of their children based on the belief that families have the best interests of their children in mind. • Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members. • Candidates apply an understanding of community relations models, marketing strategies and processes, data-	Creates a video/DVD presentation that contains more than two technical errors, does not summarize the evaluation process accurately, and provides a less than detailed account of the recommendations with some supporting evidence. Charts or other visuals are not included. The overall presentation was unsatisfactory and reflected an inadequate number of following leadership skills and awareness: • Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning. • Candidates involved families in the education of their children based on the belief that families have the best interests of their children in mind. • Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members. • Candidates apply an understanding of community relations models, marketing strategies and processes, data-

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based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships. • Candidates develop various methods of outreach aimed at business, religious, political, and service organizations. • Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community. • Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services. • Candidates developed a comprehensive program of community relations and demonstrate the ability to work with the media. • Candidates demonstrated active involvement within the community, including interactions with individuals and groups with conflicting perspectives. • Candidates demonstrated the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school	based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships. • Candidates develop various methods of outreach aimed at business, religious, political, and service organizations. • Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community. • Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services. • Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media. • Candidates demonstrated active involvement within the community, including interactions with individuals and groups with conflicting perspectives. • Candidates demonstrated the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school	based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships. • Candidates develop various methods of outreach aimed at business, religious, political, and service organizations. • Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community. • Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services. • Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media. • Candidates demonstrated active involvement within the community, including interactions with individuals and groups with conflicting perspectives. • Candidates demonstrated the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school

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	and community conditions and dynamics. • Candidates provided leadership to programs serving students with special and exceptional needs. • Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.	and community conditions and dynamics. • Candidates provided leadership to programs serving students with special and exceptional needs. • Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.	and community conditions and dynamics. • Candidates provided leadership to programs serving students with special and exceptional needs. • Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.