

Assessment II: Case Studies in Educational Leadership
ELCC Standards 1.5, 2.1, 2.2, 2.3, 6.1, 6.2, 6.3
Case Study: EDLP 606, Summer Year II

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

Element (E)	Target= 3	Acceptable = 2	Unacceptable = 1
<p>E 1 Case Study</p> <p>Candidates promote a positive school culture, provide an effective instructional program, and apply best practice to student learning.</p> <p>ELCC 2.1, 2.2, 2.3</p>	<p>Case is well written reflecting an authentic experience. All issues are clearly defined and reflect an in depth understanding of the following issues:</p> <ul style="list-style-type: none"> • Candidates assess school culture using multiple methods and implement context-appropriate strategies • Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. • Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement. <p>There is reference to at least two ISLLC/ELCC standards and the knowledge, dispositions and performance indicators that are pertinent to the case.</p>	<p>Case is adequately written reflecting an authentic experience. All issues are reasonably defined and reflect an basic understanding of at least two of the following issues:</p> <ul style="list-style-type: none"> • Candidates assess school culture using multiple methods and implement context-appropriate strategies • Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. • Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement. <p>There is reference to one ISLLC/ELCC standard and the knowledge, dispositions and performance indicators that are pertinent to the case.</p>	<p>Case was based on an authentic experience but issues were not clearly defined and/or did not reflect an understanding of at least one of the following leadership issues:</p> <ul style="list-style-type: none"> • Candidates assess school culture using multiple methods and implement context-appropriate strategies • Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. • Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement. <p>There is no reference to the ISLLC/ELCC standards and the knowledge, dispositions and performance indicators that are pertinent to the case.</p>
<p>E 2 Questions</p> <p>Candidates understand the larger educational context.</p>	<p>Candidates demonstrate a thorough understanding that leaders act as informed consumers of educational theory and concepts appropriate to school context and are clearly able to demonstrate their ability to apply</p>	<p>Candidates demonstrate an adequate understanding that leaders act as informed consumers of educational theory and concepts appropriate to school context and are able to adequately demonstrate their ability</p>	<p>Candidates demonstrate an inadequate understanding that leaders act as informed consumers of educational theory and concepts appropriate to school context and are unable to demonstrate their ability</p>

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ELCC 6.1	<p>appropriate research methods to a school context.</p> <p>Four well developed open-ended questions that frame the central issue and supporting issues.</p> <p>Four well constructed multiple-choice questions that require thoughtful analysis with three possible choice answers.</p>	<p>to apply appropriate research methods to a school context.</p> <p>Three well-developed open-ended questions that frame the central issue and supporting issues.</p> <p>Three well constructed multiple-choice questions that require thoughtful analysis with three possible choice answers.</p>	<p>to apply appropriate research methods to a school context</p> <p>One or two adequately/poorly developed open-ended questions that frame the central issue and supporting issues.</p> <p>Less than three multiple-choice questions or three questions that did not require thoughtful analysis with three or fewer possible choice answers.</p>
<p>E 3 Analysis</p> <p>Candidates respond to the larger educational context</p> <p>ELCC 6.2</p>	<p>Candidates clearly demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates.</p> <p>The response from Partner II supports a thorough understanding of central and supporting issues of the case by comparing it to existing schemata.</p> <p>A well-constructed supporting statement for all multiple-choice answers is included, with pertinent and current references using APA format.</p>	<p>Candidates adequately demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates,</p> <p>The response from Partner II supports a basic understanding of central and supporting issues of the case by comparing it to existing schemata.</p> <p>A well-constructed supporting statement for all multiple-choice answers is included, with pertinent and current references using APA format but may contain some APA citation errors.</p>	<p>Candidates are unable to clearly demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates.</p> <p>The response from Partner II lacked a basic understanding of the central and supporting issues of the case by comparing it to existing schemata.</p> <p>A poorly constructed supporting statement for all multiple-choice answers is included with pertinent and current references using APA format with some APA citation errors.</p>
<p>E 4 Response</p> <p>Candidates influence the larger educational context</p>	<p>Candidates are able to reflect on the case study analysis and reflect a full and thorough awareness of the following:</p> <ul style="list-style-type: none"> • Candidates demonstrate the 	<p>Candidates are able to reflect on the case study analysis and reflect an adequate and initial level awareness of the following:</p> <ul style="list-style-type: none"> • Candidates demonstrate the 	<p>Candidates are not able to reflect on the case study analysis in a manner that suggests an awareness of the importance of the following:</p> <ul style="list-style-type: none"> • Candidates demonstrate the

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ELCC 1.5, 6.3	<p>ability to involve community members in the realization of the vision and in related school improvement efforts.</p> <ul style="list-style-type: none"> • Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision. • Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. • Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. • Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students <p>Three to five positive statements are included by Partner I.</p> <p>The statements cite the strength of the analysis of Partner II.</p> <p>Three to five additional questions are raised for further discussion</p>	<p>ability to involve community members in the realization of the vision and in related school improvement efforts.</p> <ul style="list-style-type: none"> • Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision. • • Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. • Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. • Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students <p>Two positive statements are included by Partner I</p> <p>The statements cite the strength of the analysis of Partner II</p> <p>Two additional questions are raised</p>	<p>ability to involve community members in the realization of the vision and in related school improvement efforts.</p> <ul style="list-style-type: none"> • Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision. • • Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. • Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. • Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students <p>One positive statement is included by Partner I</p> <p>The statement does not cite the strength of the analysis of Partner II.</p> <p>One additional question is raised for</p>

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