

1 Description of Assessment #5:

While LEAD candidates undertake an initial internship experience in their second year, a concurrent course is required with an emphasis on supervision and evaluation, and organizational structures to support the latter. By the end of the LEAD 505 course, students should have an enhanced sense of how communication and collaboration play a key role in developing a positive school culture around supervision/evaluation while indirectly impacting monitoring that learning experience and affect student achievement.

Based on an assumption that this (change) will all take time (Fullan, Kotter), the purpose of this assessment is to allow candidates to practice influence/change strategies within the school context, with the goal of improving school culture through effective communication, collaboration, and supervision strategies in a school/teacher setting. Although this project does not have a specific school/student task (Leithwood- Leadership: direction & influence), it is crafted with the idea that teachers need to reframe their thinking about supervision, and approach their profession through a learning lens instead of teaching lens. Therefore, one of the tools for affecting student learning is to persuade teachers to approach supervision as a collaborative effort; evaluation then becomes formative in nature as teachers design and implement teaching strategies to enhance student learning.

This project addresses the need for aspiring administrators/school leaders to understand and be able to operate within the context of the learning community, which affects opportunities for all students. The impetus for this project is in response to the Rhode Island adoption of new Leadership standards.

Rhode Island was the last state to adopt leadership standards. The Rhode Island Center for School Leadership (RICSL) has targeted the development of a new, mandatory evaluation instrument as a key challenge to overcome teacher resistance to change, and to design a tool that is non-threatening, formative, and nurtures a positive relationship between administrators charged with evaluations as a vehicle to open dialogue, true transparency, and a targeted focus on instruction and learning.

Candidates are each tasked with an intervention project with a teacher that leads to a cooperative approach to supervision. The nature of this activity forces the intern to take an active leadership role within their school to study a real problem (effective supervision/evaluation) affecting school culture for the benefit of students in the school or district. Since the State is actively reframing supervision and evaluation with the development of new administrative and teacher evaluation instruments, it is a practical exercise that will result in skills that are new and imminently connected to their leadership effectiveness.

This project, concurrent with the internship, is measured with a paper and presentation. Interns will work closely with their on-site mentor and college supervisors to connect internship practice (LEAD 511) with the concurrent LEAD 505 course and project.

2 Alignment of Assessments with Standards:

LEAD 511 requires candidates to complete a “supervision & evaluation” task that addresses Educational Leadership Constituent Council (ELCC) Standards being met through Standards 1, 2, 3, and 5. Specific elements and indicators include candidate knowledge and skill in:

- articulation (ELCC 1.2a, 1.2c);
- motivation and implementation (ELCC 1.3a, 1.3b);
- communication (ELCC 1.4a)
- application of theory (ELCC 2.3a, 2.3b, 2.3c)
- observation, collaboration (ELCC 2.4b, 2.4c);
- supervision, collaboration, consensus (ELCC 3.3a, 3.2b); and
- honest engagement (ELCC 5.1a)

FSEHD Outcomes being met through this performance assessment task include application of content knowledge and practice.

3 Analysis of the data findings:

Examination of the data from LEAD 505 indicates that candidates (during 2008-2009) were able to actively engage a colleague in a supervisory project over a multi-week span and meet the course expectation as evaluated by the instructor. Data were gathered as part of the course portfolio. Projects and presentations were graded by use of a task-specific rubric.

The initial goal of addressing both culture and student achievement met with mixed results. Examining and implementing an intervention in developing a positive school culture around a new lens on supervision was more easily addressed than student achievement. Part of the problem is that nominal school leaders, principals and assistant principals, have an indirect impact on student outcomes. Conversations about school culture woven around instruction were directly affected since administrators have direct contact with those who do have direct student contact, the teachers. As a result, a new assessment will be piloted in the spring of 2010 that will seek direct feedback from teachers on the candidate intervention

4 Interpretation of how that data provided evidence for meeting standards:

Data are presented that indicate expectations in addressing the ELCC (and ISLLC standards) in LEAD 505 were met at the completion of the project. Most candidates scored high for the overall project: no candidates scored less than acceptable in any of the elements.

Scores were highest in two categories: articulation of mission and vision to engage and enlist teachers into the project, and the ethical component of engaging teachers in honest conversation. Candidates readily used and were effective in the use of communication skills to enlist teachers. In fact, teacher willingness to participate scored

highest as a result of the latter, although that data should be tempered with the fact that candidates chose their subjects, a variable that one could argue ensures success.

Another area that was strong was the observation component of the project. Candidates were proactive in developing the two classes to be observed, the criteria for pre- and post-conferences, and the objective nature of the classes observed, and non-judgmental feedback resulting from the visits.

The weakest area was connected to the organizational aspects of the project, the summative evaluation. While teachers were comfortable with the first part of the exercise, use of the district summative tool was met with a more cautious response from teacher participants. Part of that response suggests a less-than-positive experience in previous observations and evaluations.

The weakest part of the project was the lack of a more specific intervention connected with student achievement. While the indirect effect on teaching and learning by administrators is a reality, a survey should have been crafted to elicit responses from volunteers to gather data on the impact that they saw on their teaching and subsequent potential, real impact, on student achievement. LEAD is cognizant of the assessment shortcomings and is designing and implementing a refined task in the spring of 2010. Late spring, 2010, will yield a newest of data that will allow LEAD faculty, and candidates to make a more direct connection to student learning and student outcomes.

Attachment 5A: Assessment Description

Objective: Candidates are expected to secure permission to observe a teacher following the accepted protocols: pre-conference, observation, post-conference/feedback. The use of communication skills to access teacher collaboration is critical. Developing strategies to complete the task is formative in nature and requires buy-in from the teacher and two-way dialogue.

The goal is to create and implement a structure that frames a focus on student learning instead of the normal supervisory lens. The shift from a managerial task to a collaborative professional

journey helps the candidate to develop skills that will carry over to fulltime practice in leadership positions. The evaluation is to provide summative feedback and a critical look at instruments that provide feedback to the teacher; observation/reflection asks, is the lens on the instrument or the learning; do teachers perceive the experience as threatening or supportive, focusing on learning or teaching.

Directions to Candidates- Assignment 1

Task 1: Supervision

Candidates choose a colleague(s) to “supervise” & “evaluate” over a two-week period. This is your supervisory assignment.

Based on discussions in class, and readings, consider your supervisory approach as you create a trusting, collaborative design that allows for an effective relationship. As discussed, an effective supervisory approach would be to make the experience a formative one.

Most supervisory texts would suggest that the formative process is descriptive & non-judgmental, hence, relational & based on Saphier’s CEIJ approach. As much as possible, this experience attempts to separate supervision & evaluation: this is the collaborative supervisory component of effective practice.

Considerations:

- How will you design your formative supervision/observation? How will you tie it to the summative? (at the end of 2 weeks)
- Where does informal vs formal evaluation fit in?
- How does your approach differ (if it does) from your district format?

Assessment:

- Write a brief reflection that describes your two experiences, detailing:
 1. Background-how you communicated to get acceptance of the assignment (What strategies you used)
 2. Pre Conference
 3. Observation
 4. Post Conference

Directions to Candidates- Assignment 2

Task 2: Evaluation

Objective: At the end of the two week period (or whatever period you choose), candidates write up an evaluation of the experience using a summative format. You may choose to use your district instrument.

The summative experience is your formal evaluation of the teacher's performance. Whereas, the supervisory approach was objective, allowing the teacher to craft (or co-craft) the experience & receive non-judgmental (generally) feedback from you, the summative, final evaluation is more subjective and is an assessment *from your point of view*. However, the summative process should still have a teacher feedback component to sustain the relational aspect of your supervision, and a sustained focus on communication and collaboration.

As candidates go through the supervision/evaluation process, ask: *how are these experiences & practices contributing to collaborative instruction, more effective teaching/learning, while systematically monitoring accountability.*

Consider having your summative evaluation based on your district form.

It should include:

- All pre-conference experiences: targeting teaching/learning experience(s)
- Your pre-conference meeting; the specific areas of teacher performance that you will observe
- Class observation notes: what the teacher did; what you observed;
- Follow-up meeting

Document/submission:

- The final summative document

Scoring Guide: Attachment 5B1

Attachment 5B- Scoring Rubric for Supervision & Evaluation- Assessment #5

| ELCC Standard Elements Seen: | Target Exemplary Consistently | Acceptable Proficient Usually | Developing Occasionally | Limited Unacceptable Rarely |
|--|---|---|--|--|
| ELCC 1.0 1) Articulate Vision Observe: Articulate components of vision Communication of vision | Students clearly articulates the need for faculty to see the supervision & evaluation process as a developmental approach that ultimately affects learning & achievement ELCC 1.2a, 1.2c | Students mostly/adequately convey the need for faculty to see the supervision & evaluation process as a developmental approach that ultimately affects learning & achievement | Students do not clearly articulate the need for faculty to see the supervision & evaluation process as a developmental approach that ultimately affects learning & achievement | Students fail to articulate the need for faculty to see supervision & evaluation as developmental process that ultimately affects learning & achievement |
| 2) Initiation & Implementation Observe: Formulate initiative to motivate faculty Plans for implementation of vision | Students skillfully & effectively obtain buy-in from faculty to agree that supervision & evaluation as a developmental approach that affect learning & achievement ELCC 1.3a, 1.3b | Students mostly effect buy-in from faculty to agree that supervision & evaluation as a developmental approach that affect learning & achievement | Students have some/little effect of faculty buy-in that supervision & evaluation as a developmental approach that affect learning & achievement | Students have no effect on faculty buy-in to affect learning & achievement |

| | | | | |
|--|--|--|--|---|
| 3) Communication Observe: Effective communication skills /shared commitment | Students effectively communicate with faculty to access faculty agreement to supervision & evaluation exercises. ELCC 1.4a | Students are most successful in getting faculty to agree to supervision & evaluation exercises. | Students are somewhat successful in getting faculty to agree to supervision & evaluation exercises. | Students are not successful in getting faculty to agree to supervision & evaluation exercises. |
| Score: Vision | | | | |
| 3) Organization Strategies to enhance Learning Observe: Move teachers to apply best practices for student to learning Apply motivational theories to enhance learning process Strategies that promote a learning environment | Students effectively reframe approaches to teaching and learning, supervision and evaluation, as strategies that promote an environment that improves student achievement ELCC 2.3a, 2.3b, 2.3c | Students is mostly effective in reframing approaches to teaching and learning, supervision and evaluation, as strategies that promote an environment that improves student achievement | Students has some/limited effectiveness in reframing approaches to teaching and learning, supervision & evaluation; faculty are reluctant to view these as opportunities to promote an environment that improves student achievement | Students has no effectiveness in reframing approaches to teaching and learning, supervision & evaluation; faculty do not view these as opportunities to promote an environment that improves student achievement |
| 4) Professional Growth Observe: Use of observation, collaborative reflection, adult learning strategies to form professional growth plans with teachers and school personnel Help develop PGP plans & commitment to learning | Students effectively reframe approaches to teaching and learning so that faculty view supervision as a professional growth opportunity that helps their practice, and effectively targets student achievement ELCC 2.4b, 2.4c | Students is mostly effective in reframing approaches to teaching and learning; faculty begin to view supervision as a potential professional growth opportunity that may help their practice, and affect student achievement | Students has some/limited effectiveness in reframing approaches to teaching and learning; faculty are reluctant to view supervision as a potential professional growth opportunity that may help their practice, and affect student achievement | Students is ineffective in reframing approaches to teaching and learning; faculty do not view supervision as a potential professional growth opportunity that may help their practice, and affect student achievement |
| Score: Instruction | | | | |
| 5) Involving faculty in Supervision & Evaluation Observe: Involving faculty in prioritizing and processing skills to build consensus. Communication that forges collaboration. | Students effectively involve faculty in development of supervisory approaches that emphasize learning; communication becomes a two-way vehicle that results in true collaboration and a new model of evaluation ELCC 3.2a, 3.2b | Students are mostly effective in involving faculty toward the development of supervisory approaches that emphasize learning; communication gradually becomes a two-way vehicle that results in collaboration and a new model of evaluation | Students are somewhat/limited in effectively involving faculty in the development of supervisory approaches that emphasize learning; communication gradually becomes a two-way vehicle that results in collaboration and a new model of evaluation | Students are effective in involving faculty in the development of supervisory approaches that emphasize learning; communication gradually becomes a two-way vehicle that results in collaboration and a new model of evaluation |
| Score: Organization | | | | |
| 6) Acts with Integrity Observe: A dual respect for engaging in honest communications. | Students effectively frame conversations about teaching and learning so that faculty are able to openly and honestly discuss supervision as a tool whose primary focus is on student achievement ELCC 5.1a | Students mostly effective in framing conversations about teaching and learning so that faculty are able to openly and honestly discuss supervision as a tool whose primary focus is on student achievement | Students somewhat/limited in effecting conversations about teaching and learning so that faculty are able to openly and honestly discuss supervision as a tool whose primary focus is on student achievement | Students are unable to effect conversations about teaching and learning so that faculty are able to openly and honestly discuss supervision as a tool whose primary focus is on student achievement |

| | | | | |
|---|--|--|--|--|
| Score: Integrity | | | | |
| 7) Advanced Competencies: * Knowledge * Practice | Students displayed comprehensive & complete competency connected to effective supervision & evaluation | Students adequate competency connected to effective supervision & evaluation | Students displayed some/ little competency connected to effective supervision & evaluation | Students displayed no competency connected to effective supervision & evaluation |
| Score: Competencies | | | | |
| 8) Overall Project: Presentation: Written Conventions | | | | |
| | | | | |

Scoring Guide: Rubrics/Attachment
5B₂
LEAD 511- Observation & Summative
Evaluation
Data Table

| Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. | | | |
|---|--|------|------|
| Element 1.0 | Indicator | N-15 | Mean |
| Element 1.2 Articulate Vision | 1.2a Articulate components of vision | 15 | 4.80 |
| | 1.2c Communicate school/district vision | 15 | 4.50 |
| | | | 4.73 |
| Element 1.3 Implement Vision | 1.3a Formulate initiatives to motivate staff, students, and families | 15 | 4.63 |
| | 1.3b Plans for implementation of school/district vision | 15 | 4.77 |
| | | | 4.70 |
| Element 1.4 Steward Vision | 1.4a Understanding role of effective communication skills to build shared commitment | 15 | 4.80 |
| | 1.4b Design system for using data-based research strategies | 15 | 4.40 |
| | 1.4c Assume stewardship of school/district vision | 15 | 4.60 |
| | | | 4.60 |
| Element 2.0 | Indicator | N-15 | Mean |
| Element 2.3 Apply Best Practice to Student Learning | 2.3a Assist school personnel to apply best practices for student to learning | 15 | 4.73 |
| | 2.3b Apply human developmental, learning, and motivational theories to learning process | 15 | 4.67 |
| | 2.3c Use appropriate research strategies to promote environment for improved student achievement | 15 | 4.69 |
| | | | 4.70 |
| Element 2.4 Design Comprehensive Professional Growth Plans | 2.4b Use observation, collaborative reflection, adult learning strategies to form professional growth plans with teachers and school personnel | 15 | 4.70 |
| | 2.4c Develop and implement personal professional growth plans that reflect a commitment to life-long learning | 15 | 4.50 |
| | | | 4.60 |

| Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. | | | |
|--|---|----|------|
| Element 3.0 | Indicators | N | Mean |
| Element 3.2 Manage Operations | 3.2a. Involve staff in conducting operations and setting priorities using needs assessment, research-based data, and group process skills to build consensus. | 15 | 4.40 |
| | 3.2b. Develop communications plans for staff to develop family and community collaboration skills. | 15 | 4.60 |
| | | | 4.50 |
| Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. | | | |
| Element 5.0 | Indicators | N | Mean |
| Element 5.1 Acts with Integrity | 5.1a. Demonstrate a respect for the rights of others with regard to confidentiality, dignity, and engage in honest communications. | 15 | 4.93 |

Attachment 5C
Supervision & Evaluation Assessment
Data Table

| ELCC Standard Elements Observed: | Limited Unacceptable Rarely | Developing Occasionally | Acceptable Proficient Usually | Target Exemplary Consistently | Class: LEAD 505 # Students 15 |
|---|-----------------------------------|----------------------------|-------------------------------------|-------------------------------------|--|
| ELCC 1.2 | 0% | 0% | 27% | 73% | 15 |
| ELCC 1.3 | 0% | 0% | 33% | 67% | 15 |
| ELCC 1.4 | 0% | 0% | 40% | 60% | 15 |
| ELCC 2.3 | 0% | 0% | 20% | 80% | 15 |
| ELCC 2.4 | 0% | 0% | 40% | 60% | 15 |
| ELCC 3.2 | 0% | 0% | 53% | 47% | 15 |
| ELCC 5.1 | 0% | 0% | 7% | 93% | 15 |