1. **Description of Assessment 7:**

LEAD 503
Field Experience:

Students participate in a 50 hour field experience in an urban family setting: urban family or youth-serving agency. This field experience will be different from your regular employment and must be completed during the current semester. Students will work to identify the goals to be accomplished during the field work by maintaining a journal capturing the full scope of the field experience, identifying a problem/issue within the field experience and collaborating with the field supervisor on a comprehensive review of the problem, potential solution/opportunities, barriers to implementation, and realistic solution to the problem. There will also be specific connections to ELCC standards to specific incidences/experiences.
An overarching goal would be to identify solutions that have a lasting impact on the school using ELCC standards & leadership styles to affect school change and improved school-community relations.

This assessment provides candidates the first experience in working in a field setting; it offers an opportunity to work outside of the school setting and observe other organizational approaches to leadership. It also allows the candidate to gain a better understanding of relationships between school and community, and to address/engage the greater community in the context of diversity. Educational leaders must promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. The purpose of this 50-hour task, therefore, is extend learning gained in LEAD 502 and to offer students the opportunity to apply and hone their developing organizational, communication, and collaboration skills in an authentic setting.

The first opportunity that the LEAD program had to evaluate candidates' field settings and the mentoring they received in these settings occurred in Spring 2007. The instrument used to evaluate field experience sites and supervisors in LEAD 503 was parallel in many ways to the instrument used by internship field experience supervisors to evaluate LEAD candidates. Supervisors were assessed using scales representing ELCC Standards 3, 4, and 6, using the following scale:

  5 = Highly skilled;
  4 = Skilled;
  3 = Somewhat skilled;
  2 = Marginal skills;
  1 = No skills;
  N/A = Not observed.

The scales and items used to assess supervisor on these ELCC Standards are included in Appendix B

2. **Alignment of Assessments with Standards:**
The primary purpose of the 50 hour field experience is designed for candidates to examine the organizational relationship of school to community and vice-versa, and to expand the

candidate's knowledge through practice in a realistic context connected to the first year experience. The external practicum is directly aligned with the ELCC standards 3, 4, and 6. The candidate is asked to specifically relate required experiences to the content knowledge standards on the attached rubric. Mentors are provided with an evaluation form and rubric; candidates are given a scoring guide and scoring rubric (see Attachment 7B).

3. **Analysis of the data findings:**
   Data from the 503 field experience from mentors and candidates during 2007-2009 sitting showed varied results; most mentors rated candidates as exemplary or proficient for the established expectations for this assessment, but saw the leadership evaluation instrument as quite different from their own, and as a result, difficult to quantify. Many of the indicators were left blank, or checked as not observed or not applicable. One mentor refused to use the LEAD instrument, but submitted a detailed narrative about the candidate expressing a positive experience and a much-needed step toward building school-community relationships.
   From an organizational perspective, candidates mostly saw their mentors as outstanding, but provided mixed feedback about the quality of the site or their overall experience. Candidate immersion into the practicum varied.
   There was one constant: mentors indicated that they would recommend candidates for an administrative position (highest performance). All said they would grade participation for the experience in the " high" or "highest" categories. (See data table II, attachment 7C).

   The data tables clearly indicate a range of experiences due to different settings/site, and mentors with different degrees/roles in mentoring the candidates. This lack of uniformity made it difficult to provide a uniform response to the ELCC indicators. For example, in nearly all ELCC indicators, there was a range of responses in numbers alone, that is, very few mentors provided unanimous feedback on every indicator for each element. For instance, only 3 indicators were graded by mentors for the organizational components of ELCC 3; none scored all 15 for ELCC 4, or for the 11 ELCC 6 indicators. While cohort sharing offered an indirect glimpse into other site experiences, 2 candidates were seen as having no organizational context/experience, while 6 had no connections to ELCC 6. All candidates experienced a high degree of connection to school-community collaboration. Candidates were seen as fully engaged in all elements of ELCC 4.1 and 4.2; only 2 of 25 candidates failed to be rated on community resources section, 4.3. This suggests that the primary goal of having candidates connect to community was both experienced and effective.

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

   Tasks focusing on a synthesis of research with the development of a graduate response guided by leadership standards is viewed as a necessary experience for the educational leadership candidates. This project is a synthesis of the candidate's knowledge, skills, and dispositions that is depicted as a capstone experience within the educational leadership program. In addition, required articulation regarding the process of organizing and aligning practice with practical situations provides an authentic site-based experience for the students, resulting in solid scores in the areas of school culture and management of the organization.

The LEAD 503 field experience was devised with an eye on providing candidates an avenue to "promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources".

The purpose of the exercise is extend learning gained in LEAD 502 which targets school-community relations, and to offer students an opportunity to apply and hone their developing communication, organization, and collaboration skills in a real setting.

Data for this experience were provided by a site mentor, agency, or individual family by using a version of the intern evaluation instrument targeting ELCC 4, 3, and 6. Feedback from the supervisors indicates that candidates were mostly exemplary in meeting expectations while addressing the ELCC standards and FSEHD Advanced Competencies. Areas of strength, where high numbers of candidates scored in the Exemplary or Proficient range, involved LIST!!
- Management of Operations (ELCC and ISLLC standard 3),
- School Community relations (ELCC and ISLLC standard 4),
- Demonstrating a Manner of Integrity, Ethics, and Fairness (ELCC and ISLLC Standard 5).
- Influencing external components

The richness of experience can be exemplified in a list of sites that is as diverse and varied as the context expectation in diversity requires. These include:
- Carriage House Theatre
- Pawtucket Boys & Girls Club
- Cranston-Calvert CLC Program (after school)
- Newman YMCA
- Jamestown Teen Center
- Genesis Center
- PAY-Portsmouth (after school program)
- Youth Build
- Literacy Volunteers-East Bay
- Army Recruiting Initiative (PPS)
- Family Resource Community Action
- Peter Pastore Youth Center
- Killingly (CT) Community Center
- Pawtucket Community School
- ICS After School Program
- New Urban Arts
- Boys & Girls Club- Lincoln/Cumberland
- Time2 Academy
- Rogers (Newport) ALPS

The data indicate that the 503 practicum to be a meaningful experience for LEAD candidates. The range of sites and level of external involvement, is especially powerful in understanding the need for greater awareness related to gaps separating schools and their communities, especially in the context of diversity. Candidates and site supervisors often discovered in the

2-way exchange that there were both missed and potential opportunities in forging even brief connections to bridging school-community relations. This is seen by candidates as opportunity for insights as to the range of possibilities to forge partnerships, particularly in extending the learning to after-school programs in meeting community needs.

Of particular import is the opportunity for candidates to share experiences, both weekly in class discussion, and in a final presentation offering visuals and extended opportunities to share what worked and what were challenges. This was especially meaningful when viewed in the cohort context.

Based on feedback from candidates, several areas have been targeted for an improved 50-hour practicum. One is that, although the evaluations indicated a high degree of candidate proficiency, the lack of mentor experience in relation to educational practice, and school-specific leadership standards, suggests that LEAD faculty need to explore ways to more effectively engage and induct the volunteer mentors in ELCC/RI leadership standards in terms of knowledge and practice. Candidates also express the initial/overall difficulty in extracting commitment from external agencies/individuals, which in itself suggests that a course component (actually connected to ELCC 6) of continued development and emphasis on influence strategies and tactics be used to invite community involvement.

Another development has been the consistent struggle of candidates in identifying potential sites. LEAD had required candidates to find and secure the site for the practicum. The result has been some of the Challenges cited earlier suggesting that part of the induction/understanding process may be a less-than-optimal match between candidate and community agency. LEAD has been looking to explore ways to identify a list of sites for candidates to choose from. Additionally, greater attention is being paid to existing RIC partnerships.

A final concern is with the evaluation instruments. The LEAD evaluation is a modified version of the internship evaluation. Along with identifying more and meaningful sites, redesigning the instrument to target fewer elements while giving greater coherence and uniformity to the experience is an imperative. That one experience can essentially concentrate on an individual standard is powerful. Ways to refine and strengthen the practicum can only enhance the candidate's skill set. LEAD faculty are committed to this endeavor.

Rubric Guide: Attachment 7B
External Context
LEAD 503

Supervisor Evaluation

Intern's Name: _____

Internship Site: _____

Name of Individual Completing Evaluation: _____

Signature of Individual Completing Evaluation_____

Date: _____

Please complete the following LEAD 503: Intern Evaluation form. Your feedback on the intern's performance during his/her internship is valuable and will be used for student advisement purposes and to improve the Educational Leadership program at Rhode Island College.

Standard 3.0: 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.

Directions: Read each standards skill statement. Then, check (√) the rating that best describes your present skill level in effectively performing tasks related to this statement. Use the following scale:

5 = Highly skilled
4 = Skilled
3 = Somewhat skilled
2 = Marginal skills
1 = No skills
0 = Not observed

3.1 Managing the Organization:	5	4	3	2	1	0
3.1 .A demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency.						
3.1.B develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.						
3.1.C demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.						
3.2 Managing Operations:	5	4	3	2	1	0
3.2.A demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.						
3.2.B develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.						
3.2.C demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.						
3.3 Managing Resources:	5	4	3	2	1	0
3. 3. A use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.						
3.3. B creatively seek new resources to facilitate learning.						
3.3. C apply and assess current technologies for school management, business procedures, and scheduling.						

Standard 4.0: Have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Directions: Read each standards skill statement. Then, check (√) the rating that best describes your present skill level in effectively performing tasks related to this statement. Use the following scale:

5 = Highly skilled
4 = Skilled
3 = Somewhat skilled
2 = Marginal skills
1 = No skills
0 = Not observed

4.1 Collaboration with Families and Other Community Members:	5	4	3	2	1	0
4.1 .A demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.						
4.1.B demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.						
4.1 .C demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.						
4.1.D apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.						
4.1.E develop various methods of outreach aimed at business, religious, political, and service organizations.						
4.1.Fdemonstrate 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.						
4.1.G demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.						
4.1.H develop a comprehensive program of community relations and demonstrate the ability to work with the media.						
4.2 Responding to Community Interests and Needs:	5	4	3	2	1	0
4.2.A demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.						
4.2.B demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.						
4.2.C provide leadership to programs serving students with special and exceptional needs.						
4.2.D 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.						

4.3 Mobilizing Community Resources:	5	4	3	2	1	0
4. 3. A demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.						

4.3.B demonstrate how to use school resources and social service agencies to serve the community.						
4.3.C demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.						

Standard 6.0: Have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Directions: Read each standards skill statement. Then, check (√) the rating that best describes your present skill level in effectively performing tasks related to this statement. Use the following scale:

5 = Highly skilled
4 = Skilled
3 = Somewhat skilled
2 = Marginal skills
1 = No skills
0 = Not observed

6.1 The Larger Context:	5	4	3	2	1	0
6.1. A act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.						
6.1 .B demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.						
6.1.C demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.						
6.1.D demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.						
6.1.E demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.						
6.1 .F can describe community norms and values and how they relate to the role of the school in promoting social justice.						
6.1. G demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.						
6.2 Responding to the Larger Context:	5	4	3	2	1	0
6.2. A 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, including maintenance of an ongoing dialogue with representatives of diverse community groups.						
6.3 Influencing the Larger Context	5	4	3	2	1	0

6.3 A demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.					
6.3.B apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.					
6.3.C advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics					

ISLLC STANDARD 3 (LEAD 503)

Descriptive Statistics

	Total students=25	N	Mean
3.2b	Develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.	24	4.50
3.2c	Demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision	24	4.46
3.1a	Demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity	24	4.71
3.2c	Demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.	18	4.89
3.1b	Develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.	19	4.79
3.4a	Creatively seek new resources to facilitate learning.	15	4.53
3.1c	Demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.	18	4.44
3.3b	Apply and assess current technologies for school management, business procedures, and scheduling.	17	4.82
3.3a	Use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.	15	4.66

ISLLC STANDARD 4 (LEAD 503)

Descriptive Statistics

		N	Mean
4.2b	Demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.	22	4.59
4.1b	Demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.	19	4.62
4.1f	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.	20	4.60
4.1c	Demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.	20	4.20
4.2c	Provide leadership to programs serving students with special and exceptional needs.	15	4.40
4.1g	Demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.	18	4.22
4.2d	Demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial,	15	4.47

		N	Mean
4.3b	Demonstrate how to use school resources and social service agencies to serve the community.	11	3.91
4.3a	Demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.	18	4.50
4.1d	Apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.	20	4.50
4.1a	Demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.	19	4.68
4.2a	Demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.	21	4.71
4.1h	Develop a comprehensive program of community relations and demonstrate the ability to work with the media.	21	4.71
4.3c	Demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.	16	4.69
4.1e	Develop various methods of outreach aimed at business, religious, political, and service organizations.	15	4.30

(Note: The top cell reads "economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students." which is the continuation of a prior row.)

ISLLC STANDARD 6 (LEAD 503)

Descriptive Statistics

		N	Mean
6.3c	Advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics	15	4.33
6.1f	Demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.	11	4.18
6.1d	Demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.	15	4.40
6.1b	Demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.	12	4.25
6.3b	Apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.	14	3.64
6.2a	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, including maintenance of an ongoing dialogue with representatives of diverse communities	13	4.46
6.1a	Act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.	12	4.41

		17	4.41
6.3a	Demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.	17	4.41
6.1c	Demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.	14	4.28
6.1e	Describe community norms and values and how they relate to the role of the school in promoting social justice.	15	4.47
6.1	Demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.	18	4.28

Data Table: Attachment 7C
External Context
LEAD 503

Attachment 7C- Data Table for Organization and Community Relations Assessment

CC Standard Elements Observed:	Limited Unacceptable Rarely	Developing Occasionally	Acceptable Proficient Usually	Target Exemplary Consistently	Class: LEAD 503 # Students 2007-2009 25
ELCC 3.1a	0%	0%	29%	71%	25
ELCC 3.1b	0%	4%	26%	70%	
ELCC 3.1c	0%	0%	21%	79%	
ELCC 3.2a	0%	5%	26%	68%	25
ELCC 3.2b	0%	0%	22%	78%	
ELCC 3.2c	0%	0%	46%	54%	
ELCC 3.3a	0%	0%	29%	71%	25
ELCC 3.3b	0%	0%	18%	82%	
ELCC 3.3c	0%	7%	20%	73%	
ELCC 4.1a	4%	0%	27%	69%	25
ELCC 4.1b	5%	0%	21%	73%	
ELCC 4.1c	0%	5%	30%	65%	
ELCC 4.1d	0%	5%	47%	47%	
ELCC 4.1e	0%	13%	33%	54%	
ELCC 4.1f	6%	6%	24%	64%	
ELCC 4.1g	7%	0%	33%	60%	
ELCC 4.1h	0%	18%	27%	55%	
ELCC 4.2a	0%	6%	39%	55%	25
ELCC 4.2b	0%	5%	40%	55%	
ELCC 4.2c	0%	0%	32%	68%	

ELCC 4.2d	0%	5%	19%	76%	
ELCC 4.3a	0%	0%	29%	71%	25
ELCC 4.3b	0%	6%	19%	75%	
ELCC 4.3c	0%	0%	36%	64%	
ELCC 6.1a	0%	0%	33%	67%	25
ELCC 6.1b	0%	6%	64%	36%	
ELCC 6.1c	0%	0%	60%	40%	
ELCC 6.1d	0%	8%	58%	34%	
ELCC 6.1e	0%	0%	50%	50%	
ELCC 6.1f	0%	7%	38%	55%	
ELCC 6.1g	0%	0%	58%	42%	
ELCC 6.2	0%	6%	47%	47%	25
ELCC 6.3a	0%	0%	72%	28%	25
ELCC 6.3b	0%	0%	47%	53%	
ELCC 6.3c	0%	0%	47%	53%	
					25

Supervisor Feedback: Would you recommend this individual for an administrative position?

		LEAD 503 Mean (N=25)
1	**Would you recommend this individual for an administrative position?**	1.00

Scale: 1=high performance; 4=low performance

Supervisor Feedback: The candidate's grade for the field experience course is based 1) on your evaluation of his/her performance and 2)the LEAD 503 instructor's evaluation of his/her performance. Please indicate the grade you would recommend for the candidate's participation at your site.

		LEAD 503 Mean (N=25)
1	**Please indicate the grade you would recommend for the candidate's participation at your site.**	1.28

Scale: 1=highest performance (A); 2= high performance (A-); 3= Good-high (B+); 4=Good (B); 5= low performance