EDL 742 Rubric: Research-Based Improvement Plan (updated 7/22/15)

by Grand Valley Education Administrator

Research-Based Improvement Plan

Standards

ELCC-2011.BL.1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

ELCC-2011.BL.1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

ELCC-2011.BL.1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

ELCC-2011.BL.6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

INTASC-2013.1 Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

INTASC-2013.10 Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

INTASC-2013.2 Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

INTASC-2013.3 Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Directions to Student

This project requires you to work as a member of a team to use research and best practices in creating a document that outlines a Plan of Action for moving a School District to the next level. This project is designed to assess your ability to use and apply multiple resources and skills, generated from various sources and experience throughout the course.

Rubric Instructions

For each row of the rubric, assess on a 0-3 scale by selecting a score from the right-side columns for the element on the left-side of the same row.

PLEASE NOTE: Percentages and Grades

PLEASE NOTE: Percentages and Grades within LiveText should be ignored. When a rubric is completed in LiveText, a percentage may appear within the rubric. This percentage will not be regarded by the College of Education and is no reflection of the Grand Valley student's grade or performance within the course. It is a result of assigning numeric values to the columns of the rubric. This numbering generates numeric data for the College of Education to inform us of areas within our courses that we need to improve in the future. Likewise, LiveText provides instructors with a grading tool to grade assignments in LiveText. The College of Education asks faculty not to use this tool, as official grades are currently managed through Banner. Any grade shown in LiveText is non-official and should not be regarded by LiveText users.

Please also remember that an "assessment" is not an end goal, nor is it the same as a course grade. Rather, an assessment is a learning tool that demonstrates students' ability to meet course expectations and allows the College of Education to look for ways to improve our programs. An assessment is also not a student satisfaction/opinion survey. Instead, it is a direct measure of student learning and development outcomes. Providing students with access to these assessments ensure all College of Education students have the ability to showcase their progress throughout their program(s) and beyond graduation.

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Proficient (3)	Developing (2)	Unsatisfactory (1)	Unacceptable (0)
(3.000 pts)	(2.000 pts)	(1.000 pt)	(0.000 pt)

Develop a School/District Profile Collecting and organizing formal and informal information from multiple stakeholders (1.000, 25%) ELCC-2011.BL.1.2 INTASC-2013.10	There is clear, convincing, and consistent evidence that the student has gathered formal and informal data from multiple stakeholders that will help shape the vision and direction of the School District.	There is limited evidence that the student has gathered formal and informal data from multiple stakeholders that will help shape the vision and direction of the School District.	There is little or no evidence that the student has gathered formal and informal data from multiple stakeholders that will help shape the vision and direction of the School District.	Student did not complete the assignment.
Describe Governance Team Leadership Understanding the theory and research related to organizational and educational leadership (1.000, 25%) ELCC-2011.BL.6.2 INTASC-2013.1	There is clear, convincing, and consistent evidence that the student understands organizational and educational leadership.	There is limited evidence that the student understands organizational and educational leadership.	There is little or no evidence that the student understands organizational and educational leadership.	Student did not complete the assignment.
Develop Plan of Action based on research and best practice for how to improve the District and student performance. Understanding the Larger Context (1.000, 25%) ELCC-2011.BL.1.4 INTASC-2013.2	There is clear, convincing, and consistent evidence that the student can identify and use research and best practices to improve District operations and student performance.	There is limited evidence that the student can identify and use research and best practices to improve District operations and student performance.	There is little or no evidence that the student can identify and use research and best practices to improve District operations and student performance.	Student did not complete the assignment.
Create a District Scoreboard with benchmarks for celebrating success. Assess progress toward a District's vision, mission, and goals (1.000, 25%)	There is clear, convincing, and consistent evidence that the student can identify and use data to assess progress toward a District's vision, mission and goals.	There is limited evidence that the student can identify and use data to assess progress toward a District's vision, mission and goals.	There is little or no evidence that the student can use data to assess progress toward a District's vision, mission and goals.	Student did not complete the assignment.

ELCC-2011.BL.1.1 INTASC-2013.3			

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