EDL 740 Rubric: Comprehensive Presentation to the Board of Education (updated 7/1/15)

by Grand Valley Education Administrator

Comprehensive Presentation to the Board of Education

Standards

**ELCC-2011.DL.2.3** Candidates understand and can develop and supervise the instructional and leadership capacity across the district.

**ELCC-2011.DL.3.5** Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.

**ELCC-2011.DL.6.3** Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.

**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.

**INTASC-2013.4** Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
INTASC-2013.9 Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Directions to the Student

Students are required to develop a comprehensive presentation to a hypothetical Board of Education. The topic of the presentation is a district change initiative e.g., closing a school, implementing a new curriculum, developing a new attendance policy. The initiative is the student’s choice but it must be a major district issue and must be approved by the course professor. The presentation should be in the form of a power point and will be presented to the class.

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.

### Comprehensive Presentation to the Board of Education

<table>
<thead>
<tr>
<th>Proficient (3) (3,000 pts)</th>
<th>Developing (2) (2,000 pts)</th>
<th>Unsatisfactory (1) (1,000 pt)</th>
<th>Unacceptable (0) (0,000 pt)</th>
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<tbody>
<tr>
<td><strong>Select a school district initiative that has broad based interest to all school districts.</strong> Describe in detail the initiative being presented to the Board of Education ELCC/MDE 6.3 InTASC #3 Learning Environments (1,000, 12%) ELCC-2011.DL.6.3 INTASC-2013.3</td>
<td>There is clear, convincing, and consistent evidence that the student has gathered enough evidence about important school initiatives to make a choice for the presentation. The student also presents evidence that this work will create environments that support learning</td>
<td>There is limited evidence that the student has gathered enough evidence about important school initiatives to make a choice for the presentation. The student presents limited evidence that this work will create environments that support learning</td>
<td>Student did not complete the assignment.</td>
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<tr>
<td><strong>Outline an introductory conversation you would begin your presentation with InTASC #4 Content knowledge (1,000, 12%) INTASC-2013.4</strong></td>
<td>There is clear, convincing, and consistent evidence that the student understands the educational process and connects this knowledge to the need for the chosen initiative to be carried out.</td>
<td>There is limited evidence that the student understands the educational process and connects this knowledge to the need for the chosen initiative to be carried out.</td>
<td>Student did not complete the assignment.</td>
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<td><strong>Detail the benefits to students this initiative would bring focusing on student achievement ELCC 3.5 InTASC #1 Learner Development (1,000, 12%) ELCC-2011.DL.3.5 INTASC-2013.1</strong></td>
<td>There is clear, convincing, and consistent evidence in the presentation that the student can identify those best practices that support high quality instruction.</td>
<td>There is limited evidence in the presentation that the student can identify those best practices that support high quality instruction.</td>
<td>Student did not complete the assignment.</td>
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<th>benefits to students this initiative would bring focusing on student achievement</th>
<th>convincing, and consistent evidence in the presentation that the student can identify those best practices that support high quality instruction and that promote inclusive practices.</th>
<th>evidence in the presentation that the student can identify those best practices that support high quality instruction and that promote inclusive practices.</th>
<th>evidence in the presentation that the student can identify those best practices that support high quality instruction and that promote inclusive practices.</th>
<th>complete the assignment.</th>
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<td>InTASC #2 Learning Differences (1.000, 12%) INTASC-2013.2</td>
<td>There is clear, convincing, and consistent evidence that the student can identify all the stakeholders in the school and community and can assess their level of knowledge necessary to carry out this initiative.</td>
<td>There is limited evidence that the student can identify all the stakeholders in the school and community and can assess their level of knowledge necessary to carry out this initiative.</td>
<td>There is little evidence that the student can identify all the stakeholders in the school and community and can assess their level of knowledge necessary to carry out this initiative.</td>
<td>Student did not complete the assignment.</td>
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<tr>
<td>Describe in detail a district/community communication plan addressing all stakeholders ELCC 2.3 (1.000, 12%) ELCC-2011.DL.2.3</td>
<td>There is clear, convincing, and consistent evidence that the student can identify all the effects of his/her choices and actions on others (especially students).</td>
<td>There is limited evidence that the student can identify all the effects of his/her choices and actions on others (especially students).</td>
<td>There is little evidence that the student can identify all the effects of his/her choices and actions on others (especially students).</td>
<td>Student did not complete the assignment.</td>
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<td>Describe the potential negative responses you as Superintendent may get and tell how you would deal with them InTASC #9 Professional Learning &amp; Ethical Practice (1.000, 12%) INTASC-2013.9</td>
<td>There is clear, convincing, and consistent evidence that the student has reviewed multiple sources in the literature that support the need for this initiative.</td>
<td>There is limited evidence that the student has reviewed multiple sources in the literature that support the need for this initiative.</td>
<td>There is little evidence that the student has reviewed multiple sources in the literature that support the need for this initiative.</td>
<td>Student did not complete the assignment.</td>
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<td>Outline what the research says about this initiative. List key sources of information. ELCC #6.3 (1.000, 12%) ELCC-2011.DL.6.3</td>
<td>Student lists probative questions that allow others to question their practice.</td>
<td>Student lists a limited number of probative questions that allow others to question their practice.</td>
<td>Student lists few probative questions that allow others to question their practice.</td>
<td>Student did not complete the assignment.</td>
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<td>After studying this initiative thoroughly, what question do you have about its implementation</td>
<td></td>
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InTASC #10
Leadership &
Collaboration
(1.000, 12%)
INTASC-2013.10

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