000 SHSU 002 Custom Aggregate Data on Coursework Assessment

Parameter Title	Parameter Value
Select a Course	Any
Select a Section	Any
Select a Term	201480 - Fall 2014,201520 - Spring 2015,201540 - Summer 2015
Select an Assessment Tool	EDLC-ASE 662/EDAD 6362 Assessment 4.7 School Improvement Project - NCATE Assessment 7
Select Coursework Type	Any
Select Program	Principal (Advanced)

🖪 | export

THE TABLE/TABLES BELOW CONTAIN AGGREGATE DATA FOR THE RUBRIC : EDLC-ASE 662/EDAD 6362 Assessment 4.7 School Improvement Project - NCATE Assessment 7

1.1 Develop a Vision Assessment Activity Vision Alignment

# The	% The	# The	% The	# The candidate	% The candidate	# No	% No	Total
candidate does	candidate does	candidate	candidate	completely	completely	Response	Response	Response
not develop a	not develop a	partially	partially	develops a	develops a			
vision of	vision of	develops a	develops a	vision of	vision of			
learning for a	learning for a	vision of	vision of	learning for a	learning for a			
school that	school that	learning for a	learning for a	school that	school that			
promotes the	promotes the	school that	school that	promotes the	promotes the			
success of all	success of all	promotes the	promotes the	success of all	success of all			
students	students	success of all	success of all	students (ELCC	students (ELCC			
(ELCC 1.1a).	(ELCC 1.1a).	students	students	1.1a).	1.1a).			
		(ELCC 1.1a).	(ELCC 1.1a).					

Creating a 0 0% Relationship Between the Project and the Vision and Mission of the School and School District (ELCC 1.1)	2	4.55% 4	42	95.45%	0	0%	44
--	---	---------	----	--------	---	----	----

	# The candidate does not center this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change (ELCC 1.1b).	% The candidate does not center this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change (ELCC 1.1b).	# The candidate partially centers this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change (ELCC 1.1b).	% The candidate partially centers this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change (ELCC 1.1b).	# The candidate completely centers this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change (ELCC 1.1b).	% The candidate completely centers this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change (ELCC 1.1b).	Response	% No Response	Total Response
Creating a Relationship Between the Project and the Vision	0	0%	7	15.91%	37	84.09%	0	0%	44

and Mission of the School and School District (ELCC 1.1)
--

		% The candidate does not demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision (ELCC 1.2 a)	# The candidate partially demonstrates the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision (ELCC 1.2 a).	% The candidate partially demonstrates the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision (ELCC 1.2 a).	# The candidate completely demonstrates the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision (ELCC 1.2 a).	% The candidate completely demonstrates the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision (ELCC 1.2 a).		% No Response	Total Response
Articulating the Project's Vision To Stakeholders (ELCC 1.2)	0	0%	3	6.98%	40	93.02%	1	2.27%	43

# T	The candidate	% The candidate	# The candidate	% The candidate	# The candidate	% The candidate	# No	% No	Total
doe	es not	does not	partially	partially	completely	completely	Response	Response	Response
der	monstrate the	demonstrate the							
abi	ility to use	ability to use							
dat	ta-based	data-based	data-based	data-based	data-based	data-based			
res	search	research	research	research	research	research			
stra	rategies and	strategies and							
stra	rategic	strategic	strategic	strategic	strategic	strategic			
pla	anning	planning	planning	planning	planning	planning			

	to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs (ELCC 1.2b).	processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs (ELCC 1.2b).	to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs (ELCC 1.2b).	student assessment results, student and family demographic data, and an analysis of community needs (ELCC 1.2b).	to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs (ELCC 1.2b).	student assessment results, student and family demographic data, and an analysis of community needs (ELCC 1.2b).			
Articulating the Project's Vision To Stakeholders (ELCC 1.2)	0	0%	3	6.98%	40	93.02%	1	2.27%	43

ability to communicate the vision to staff, parents, students, and community members	candidate does not demonstrate the ability to communicate the vision to staff, parents, students, and community members	partially demonstrates the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, and	% The candidate partially demonstrates the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, and other activities	completely demonstrates the ability to communicate the vision to staff, parents, students, and community members through the use of symbols,	% The candidate completely demonstrates the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, and other activities	Response	% No Response	Total Response
--	---	--	---	--	--	----------	------------------	-------------------

	activities (ELCC 1.2c).	activities (ELCC 1.2c).							
Articulating the Project's Vision To Stakeholders (ELCC 1.2)	0	0%	4	9.09%	40	90.91%	0	0%	44

	# The candidate does not demonstrate an understanding of how effective communication skills play a role in building a shared commitment to the vision (ELCC 1.4a).	% The candidate does not demonstrate an understanding of how effective communication skills play a role in building a shared commitment to the vision (ELCC 1.4a).	somewhat understands the role effective communication skills play in building a shared	somewhat understands the role effective communication skills play in building a shared commitment to	# The candidate fully understands the role effective communication skills play in building a shared commitment to the vision (ELCC 1.4a).	% The candidate fully understands the role effective communication skills play in building a shared commitment to the vision (ELCC 1.4a).	# No Response	% No Response	Total Response
Aligning support for vision of project (ELCC 1.4a).	0	0%	4	9.09%	40	90.91%	0	0%	44

				# The candidate				Total
			partially designs			Response	Response	Response
or adopt a					adopts a			
data-based			data-based	complete system for using	for using			
research	research		research		data-based			
			strategies to	research	research			
regularly	regularly		regularly	strategies to	strategies to			
monitor,	monitor,	monitor,	monitor,	regularly	regularly			

		evaluate, and revise the vision. (ELCC 1.4b)			revise the vision.	monitor, evaluate, and revise the vision. (ELCC 1.4b)			
Aligning support for vision of project (ELCC 1.4a).	0	0%	1	2.27%	43	97.73%	0	0%	44

	assume stewardship of	candidate does not assume stewardship of the vision through various	assumes stewardship of the vision through various methods (ELCC	candidate partially assumes stewardship of the vision	assumes stewardship of the vision through various methods (ELCC	candidate completely assumes stewardship of the vision		% No Response	Total Response
Articulating the Project's Vision To Stakeholders (ELCC 1.2)	0	0%	5	11.36%	39	88.64%	0	0%	44

# The	% The	# The candidate	% The candidate	# The candidate	% The candidate	# No	% No	Total
candidate	candidate	assesses school	assesses school	assesses school	assesses school	Response	Response	Response
does not	does not	culture by using	culture by using	culture by using	culture by using			
assess school	assess school	and	and	and	and			
culture using	culture using	implementing	implementing	implementing	implementing			
multiple	multiple	only one or a	only one or a	some or many	some or many			
methods and	methods and	few methods	few methods	methods and	methods and			
implement	implement	context-	context-	context-	context-			
context-	context-	appropriate	appropriate	appropriate	appropriate			
appropriate	appropriate	strategies to	strategies to	strategies to	strategies to			
strategies that	strategies that	capitalize on the	capitalize on the	capitalize on the	capitalize on the			

	capitalize on the diversity (e.g., population, language, disability, gender, race, socio- economic) of the school community to improve school programs and culture (ELCC 2.1a).	capitalize on the diversity (e.g., population, language, disability, gender, race, socio- economic) of the school community to improve school programs and culture (ELCC 2.1a).	diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture (ELCC 2.1a).	diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture (ELCC 2.1a).	diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture (ELCC 2.1a).	diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture (ELCC 2.1a).			
Ensuring that Project Accommodates Diverse Backgrounds (ELCC 2.1)	0	0%	3	6.82%	41	93.18%	0	0%	44

# The candid	ate % The	# The candidate	% The	# The candidate	% The candidate	# No	% No	Total
does not des	ign candidate does	designs and	candidate	designs and	designs and	Response	Response	Response
and	not design and	demonstrates	designs and	demonstrates	demonstrates			
demonstrate	an demonstrate an	an ability to	demonstrates	an ability to	an ability to			
ability to	ability to	implement a few	an ability to	implement some	implement some			
implement	implement	well-planned,	implement a few	or many	or many			
well-planned	well-planned,	context-	well-planned,	well-planned,	well-planned,			
context-	context-	appropriate	context-	context-	context-			
appropriate	appropriate	professional	appropriate	appropriate	appropriate			
professional	professional	development	professional	professional	professional			
development	development	programs based	development	development	development			
programs	programs	on reflective	programs based	programs based	programs based			
based on	based on	practice and	on reflective	on reflective	on reflective			
reflective	reflective	research on	practice and	practice and	practice and			
practice and	practice and	student learning	research on	research on	research on			
research on	research on	consistent with	student learning	student learning	student learning			
student	student	the school	consistent with	consistent with	consistent with			

	learning consistent with the school vision and goals (ELCC 2.4a).	learning consistent with the school vision and goals (ELCC 2.4a).	vision and goals (ELCC 2.4a).		the school vision and goals (ELCC 2.4a).	the school vision and goals (ELCC 2.4a).			
Using Professional Growth Plans to Enhance Understanding of Project (ELCC 2.4)	0	0%	7	15.91%	37	84.09%	0	0%	44

	# The candidate does not demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel (ELCC 2.4b).	% The candidate does not demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel (ELCC 2.4b).	partially demonstrates the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel (ELCC 2.4b).	% The candidate partially demonstrates the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel (ELCC 2.4b).	# The candidate completely demonstrates the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel (ELCC 2.4b).	% The candidate completely demonstrates the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel (ELCC 2.4b).	# No Response		Total Response
Using Professional Growth Plans to Enhance Understanding	0	0%	3	6.82%	41	93.18%	0	0%	44

of Project (ELCC 2.4					

	# The candidate does not develop and implement personal professional growth plans that reflect a commitment to life-long learning (ELCC 2.4c).	% The candidate does not develop and implement personal professional growth plans that reflect a commitment to life-long learning (ELCC 2.4c).	# he candidate develops and implements a few professional growth plans that reflect a commitment to life-long learning (ELCC 2.4c).	% he candidate develops and implements a few professional growth plans that reflect a commitment to life-long learning (ELCC 2.4c).	# The candidate develops and implements some professional growth plans that reflect a commitment to life-long learning (ELCC 2.4c).	% The candidate develops and implements some professional growth plans that reflect a commitment to life-long learning (ELCC 2.4c).	# No Response	% No Response	Total Response
Using Professional Growth Plans to Enhance Understanding of Project (ELCC 2.4)	0	0%	4	9.09%	40	90.91%	0	0%	44

# The candidate	% The candidate	# The candidate	% The candidate	# The candidate	% The candidate	# No	% No	Total
does not	does not	demonstrates	demonstrates	demonstrates	demonstrates	Response	Response	Response
demonstrate the	demonstrate the	the ability to	the ability to	the ability to	the ability to			
ability to involve	ability to involve	involve a few	involve a few	involve	involve			
staff in	staff in	staff members	staff members	numerous staff	numerous staff			
conducting	conducting	in conducting	in conducting	members in	members in			
operations and	operations and	operations and	operations and	conducting	conducting			
setting priorities	setting priorities	setting priorities	setting priorities	operations and	operations and			
using	using	using	using	setting priorities	setting priorities			
appropriate and	appropriate and	appropriate and	appropriate and	using	using			
effective needs	effective needs	effective needs	effective needs	appropriate and	appropriate and			
assessment,	assessment,	assessment,	assessment,	effective needs	effective needs			
research-based	research-based	research-based	research-based	assessment,	assessment,			
data, and group	data, and group	data, and group	data, and group	research-based	research-based			

	process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision (ELCC 3.2a).	process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision (ELCC 3.2a).	process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision (ELCC 3.2a).	process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision (ELCC 3.2a).	data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision (ELCC 3.2a)	data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision (ELCC 3.2a)			
Including Student Equity and Safety in Management in Project (ELCC 3.2)	0	0%	6	13.64%	38	86.36%	0	0%	44

	plans for staff that includes opportunities for staff to develop their family and community	% The candidate does not develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills (ELCC 3.2b).	develops a few communications plans for staff that includes opportunities for	% The candidate develops a few communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills (ELCC 3.2b)	develops some or many communications plans for staff that includes opportunities for staff to develop	% The candidate develops some or many communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills (ELCC 3.2b).	Response	% No Response	Total Response
Including Student Equity and Safety in Management in Project	0	0%	7	16.67%	35	83.33%	2	4.55%	42

|--|

	# The candidates does not demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities (ELCC 3.2c).	candidates does not demonstrate	# The candidate demonstrates some understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities (ELCC 3.2c).	demonstrates some understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and	# The candidate completely understands of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities (ELCC 3.2c).	% The candidate completely understands of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities (ELCC 3.2c).		% No Response	Total Response
Including Student Equity and Safety in Management in Project (ELCC 3.2)	0	0%	2	4.55%	42	95.45%	0	0%	44

# The candidate	% The candidate	# The candidate	% The candidate	# The candidate	% The candidate	# No	% No	Total
does not use	does not use	uses a few	uses a few	uses some or	uses some or	Response	Response	Response
problem-solving	problem-solving	problem-solving	problem-solving	many problem-	many problem-			
skills and	skills and	skills and limited	skills and limited	solving skills	solving skills			
knowledge of	knowledge of	but acceptable	but acceptable	and unlimited	and unlimited			
strategic,	strategic,	knowledge of	knowledge of	knowledge of	knowledge of			
long-range, and	long-range, and	strategic,	strategic,	strategic,	strategic,			
operational	operational	long-range, and	long-range, and	long-range, and	long-range, and			
planning	planning	operational	operational	operational	operational			
(including	(including	planning	planning	planning	planning			
applications of	applications of	(including	(including	(including	(including			
technology) in	technology) in	applications of	applications of	applications of	applications of			

	the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning (ELCC 3.3a).	the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning (ELCC 3.3a).	technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning (ELCC 3.3a).	technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning (ELCC 3.3a).	technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning (ELCC 3.3a).	technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning (ELCC 3.3a).			
Maintaining Appropriate Resources to Sustain Project (ELCC 3.3)	0	0%	2	4.55%	42	95.45%	0	0%	44

	# The candidate does not demonstrate an ability to bring together the resources of family members and the community to positively affect student learning(ELCC 4.1a).	% The candidate does not demonstrate an ability to bring together the resources of family members and the community to positively affect student learning(ELCC 4.1a).	# The candidate demonstrates an ability to bring together a few resources of family members and the community to positively affect student learning (ELCC 4.1a).	candidate demonstrates	demonstrates an ability to bring together some or many resources of family members and the community to positively affect	% The candidate demonstrates an ability to bring together some or many resources of family members and the community to positively affect student learning (ELCC 4.1a).	# No Response	% No Response	Total Response
Promoting Parental and Community Involvement in Project (ELCC 4.1)	0	0%	5	11.36%	39	88.64%	0	0%	44

	education of their children based on the belief that families have the best interests of their children in	candidate does not demonstrate an ability to involve families in the education of their children based on the belief that families have the best	the education of their children based on the belief that families have the best interests of their children in mind (ELCC 4.1b).	a few families in the education of their children based on the belief that	demonstrates an ability to involve some or many families in the education of their children based on the	% The candidate demonstrates an ability to involve some or many families in the education of their children based on the belief that families have the best interests of their children in mind (ELCC 4.1b).		% No Response	Total Response
Promoting Parental and Community Involvement in Project (ELCC 4.1)	0	0%	2	4.55%	42	95.45%	0	0%	44

does not demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members (ELCC	does not demonstrate the ability to use public information and research-based knowledge of issues and trends to	demonstrates the ability to use a few public information and research-based knowledge of issues and trends to collaborate with families and community members (ELCC	a few public information and research-based knowledge of issues and trends to collaborate with families and community	# The candidate demonstrates the ability to use some or many public information and research-based knowledge of issues and trends to collaborate with families and community members (ELCC 4.1c).	% The candidate demonstrates the ability to use some or many public information and research-based knowledge of issues and trends to collaborate with families and community members (ELCC 4.1c).	Response	% No Response	Total Response
---	---	--	---	---	---	----------	------------------	-------------------

Promoting Parental and Community Involvement in Project (ELCC 4.1)	0%	3	6.82%	41	93.18%	0	0%	44
--	----	---	-------	----	--------	---	----	----

	# The candidates does not 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 (ELCC 4.1d).	% The candidates does not 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 (ELCC 4.1d).		% The candidates applies some 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 (ELCC 4.1d).	# The candidates applies unlimited 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 (ELCC 4.1d).	% The candidates applies unlimited 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 (ELCC 4.1d).	# No Response	% No Response	Total Response
Promoting Parental and Community Involvement in Project (ELCC 4.1)	0	0%	6	13.64%	38	86.36%	0	0%	44

	# The candidate does not develop various methods of outreach aimed at business, religious, political, and service organizations (ELCC 4.1e).	methods of	develops a few methods of	% The candidate develops a few methods of outreach aimed at business, religious, political, and service organizations (ELCC 4.1e).	develops some or many methods of outreach aimed	% The candidate develops some or many methods of outreach aimed at business, religious, political, and service organizations (ELCC 4.1e)	# No Response	% No Response	Total Response
Promoting Parental and Community Involvement in Project (ELCC 4.1)	0	0%	5	11.36%	39	88.64%	0	0%	44

	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 (ELCC 4.1f).	making processes, reflecting an understanding that schools are an integral part of the larger community (ELCC 4.1f).	an integral part of the larger community (ELCC 4.1f).	% The candidate demonstrates the ability to involve a few families and other stakeholders in school decision- making processes, reflecting an understanding that schools are an integral part of the larger community (ELCC 4.1f).	demonstrates the ability to involve some or many families and other stakeholders in school decision- making processes, reflecting an understanding that schools are an integral part of the larger community (ELCC 4.1f).	% The candidate demonstrates the ability to involve some or many families and other stakeholders in school decision- making processes, reflecting an understanding that schools are an integral part of the larger community (ELCC 4.1f).	Response		Total Response
Promoting Parental and Community	0	0%	6	13.64%	38	86.36%	0	0%	44

Involvement in Project (ELCC 4.1)

	# The candidate does not develop a comprehensive program of community relations and demonstrate the ability to work with the media (ELCC 4.1h).	% The candidate does not develop a comprehensive program of community relations and demonstrate the ability to work with the media (ELCC 4.1h).	# The candidate develops a few comprehensive programs of community relations and demonstrate the ability to work with the media (ELCC 4.1h).	community relations and demonstrate the ability to work	develops some or many comprehensive programs of community	% The candidate develops some or many comprehensive programs of community relations and demonstrate the ability to work with the media (ELCC 4.1h).	# No Response	% No Response	Total Response
Promoting Parental and Community Involvement in Project (ELCC 4.1)	0	0%	6	13.64%	38	86.36%	0	0%	44

	# The candidate does not demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions (ELCC 5.1a).	% The candidate does not demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions (ELCC 5.1a).	# The candidate somewhat demonstrates a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions (ELCC 5.1a).	% The candidate somewhat demonstrates a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions (ELCC 5.1a).	# The candidate completely demonstrates a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions (ELCC 5.1a).	% The candidate completely demonstrates a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions (ELCC 5.1a).		% No Response	Total Response
Displaying Integrity	0	0%	1	2.27%	43	97.73%	0	0%	44

	# The candidate does not demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others (ELCC 5.2a).	% The candidate does not demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others (ELCC 5.2a).	somewhat	% The candidate somewhat demonstrates the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others (ELCC 5.2a).	# The candidate completely demonstrates the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others (ELCC 5.2a).	% The candidate completely demonstrates the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others (ELCC 5.2a).	# No Response	% No Response	Total Response
Making Ethical Decisions to Arouse and Sustain Project(ELCC 5.2)	0	0%	0	0%	44	100%	0	0%	44

# The candidate	% The	# The candidate	% The candidate	# The candidate	% The candidate	# No	% No	Total
does not make	candidate does	makes and	makes and	makes and	makes and	Response	Response	Response
and explain	not make and	explains a few or	explains a few or	explains most of	explains most of			
decisions based	explain	some decisions	some decisions	every decision	every decision			
upon ethical	decisions based	based upon	based upon	based upon	based upon			
and legal	upon ethical	ethical and legal	ethical and legal	ethical and legal	ethical and legal			
principles	and legal	principles (ELCC	principles (ELCC	principles	principles (ELCC			
(ELCC 5.3a)	principles	5.3a).	5.3a).	(ELCC 5.3a).	5.3a).			
	(ELCC 5.3a)							

Using 0 0% Equity and Fairness to Enhance Project (ELCC 5.3)	1	2.27%	43	97.73%	0	0%	44
---	---	-------	----	--------	---	----	----

	# The candidate does not act as informed consumer of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context (ELCC 6.1a)	% The candidate does not act as informed consumer of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context (ELCC 6.1a)	# The candidate acts as informed consumer of a few educational theories and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context (ELCC 6.1a).	% The candidate acts as informed consumer of a few educational theories and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context (ELCC 6.1a).		% The candidate acts as informed consumer of various educational theories and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context (ELCC 6.1a).	# No Response	% No Response	Total Response
Using Demographic Study to Evaluate Influential Internal and External Factors (ELCC 6.1)	0	0%	1	2.27%	43	97.73%	0	0%	44

# The candidate	% The	# The candidate	% The candidate	# The candidate	% The candidate	# No	% No	Total
does not	candidate does	demonstrates	demonstrates	demonstrates	demonstrates	Response	Response	Respons

	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 (ELCC 6.1b).	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	the ability to explain how a few of the legal and political systems and institutional frameworks of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school (ELCC 6.1b).	and community, as well as the opportunities available to children and families in a particular	the ability to explain how various legal and political systems and institutional frameworks of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school (ELCC 6.1b).	the ability to explain how various legal and political systems and institutional frameworks of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school (ELCC 6.1b).			
Using Demographic Study to Evaluate Influential Internal and External Factors (ELCC 6.1)	0	0%	1	2.27%	43	97.73%	0	0%	44

does not demonstrate the ability to analyze the of poverty and otherdoes not demonstrate the ability to analyze a few of analyze a few of the complex otherdemonstrates the ability to analyze a few of the complex causes of poverty and otherdemonstrates the ability to analyze a few of analyze a few of the complex causes of poverty and otherdemonstrates the ability to analyze a few of many of the causes of of poverty and otherResponse the ability to analyze a few of many of the the ability to analyze a few of the complex causes of of poverty and otherdemonstrates the ability to analyze a few of the ability to analyze a few of the complex causes of the complex causes of poverty and otherdemonstrates the ability to analyze a few of the ability to analyze a few of the complex causes of the complex causes <b< th=""><th>Total</th></b<>	Total
ability to analyze the complex causes of poverty andability to analyze the complex causesanalyze a few of the complex causes of poverty andanalyze a few of the complex causes of of poverty andanalyze a few of the complex causes of of poverty andanalyze a few of the complex causes of of poverty andanalyze some or many of the of poverty andanalyze some or many of the of poverty and	nse Response
analyze the complex causesanalyze the complex causesthe complex causes of poverty andthe complex causes of poverty andmany of the complex causesmany of the complex causesof poverty andof poverty andpoverty andpoverty andpoverty andpoverty andpoverty and	
complex causescomplex causescauses ofcauses ofcomplex causescomplex causesof poverty andof poverty andpoverty andpoverty andof poverty andof poverty and	
of poverty and of poverty and poverty and poverty and of poverty and of poverty and	
other other other other other other	
disadvantages disadvantages disadvantages disadvantages disadvantages disadvantages	

	on families, communities,	communities, children, and learning (ELCC	on families, communities,	on families, communities, children, and learning (ELCC	on families, communities,	and their effects on families, communities, children, and learning (ELCC 6.1c).			
Using Demographic Study to Evaluate Influential Internal and External Factors (ELCC 6.1)	0	0%	0	0%	44	100%	0	0%	44

# The	% The	# The	% The	# The	% The	# No	% No	Total
candidates does	candidates does	candidates	candidates	candidates	candidates	Response	Response	Response
not apply an	not apply an	applies some	applies some	applies	applies			
understanding	understanding	understanding	understanding	unlimited	unlimited			
of community	of community	of community	of community	understanding	understanding			
relations	relations	relations	relations	of community	of community			
models,	models,	models,	models,	relations	relations			
marketing	marketing	marketing	marketing	models,	models,			
strategies and	strategies and	strategies and	strategies and	marketing	marketing			
processes,	processes,	processes,	processes,	strategies and	strategies and			
data-based	data-based	data-based	data-based	processes,	processes,			
decision	decision	decision	decision	data-based	data-based			
making, and		making, and	making, and	decision	decision			
communications	communications	communications		making, and	making, and			
theory to create	theory to create	theory to create	theory to create	communications	communications			
frameworks for	frameworks for	frameworks for	frameworks for	theory to create	theory to create			
school, family,	school, family,	school, family,	school, family,	frameworks for	frameworks for			
business,	business,	business,	business,	school, family,	school, family,			
community,	community,	community,	community,	business,	business,			
government, and	government, and	government, and	government, and	community,	community,			
higher education	higher education	higher education	higher education	government, and	government, and			
partnerships	partnerships	partnerships	partnerships	higher education	higher education			
(ELCC 4.1d).	(ELCC 4.1d).	(ELCC 4.1d).	(ELCC 4.1d).	partnerships	partnerships			
				(ELCC 4.1d).	(ELCC 4.1d).			

Copy of Promoting Parental and Community Involvement in Project (ELCC 4.1)	0	0%	2	4.55%	42	95.45%	0	0%	44
---	---	----	---	-------	----	--------	---	----	----

	ability to describe the economic factors shaping a local community and the effects economic	candidate does not demonstrate the ability to describe the economic factors shaping	# The candidates demonstrate the ability to describe a few of the economic factors shaping a local community and the effects economic factors have on local schools (ELCC 6.1e)	ability to describe a few of the economic factors shaping a local	candidates demonstrate the ability to describe various economic factors shaping a local community and the effects economic	% The candidates demonstrate the ability to describe various economic factors shaping a local community and the effects economic factors have on local schools (ELCC 6.1e)		% No Response	Total Response
Using Demographic Study to Evaluate Influential Internal and External Factors (ELCC 6.1)	0	0%	1	2.27%	43	97.73%	0	0%	44

# The	% The	# The candidate	% The candidate	# The candidate	% The candidate	# No	% No	Total
candidate does	candidate does	demonstrates	demonstrates	demonstrates	demonstrates	Response	Response	Response
not	not	the ability to	the ability to	the ability to	the ability to			

	demonstrate the ability to analyze and describe the cultural diversity in a school community (ELCC 6.1f).	demonstrate the ability to analyze and describe the cultural diversity in a school community (ELCC 6.1f).	analyze and describe a few aspects of the cultural diversity in a school community (ELCC 6.1f).	describe a few aspects of the cultural diversity	describe various aspects of the	analyze and describe various aspects of the cultural diversity in a school community (ELCC 6.1f).			
Using Demographic Study to Evaluate Influential Internal and External Factors (ELCC 6.1)	0	0%	1	2.27%	43	97.73%	0	0%	44

	# The candidates does not demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities (ELCC 6.1h).	% The candidates does not demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities (ELCC 6.1h).	# The candidates demonstrates the ability to explain a few theories of change and conflict resolution and the appropriate application of those models to specific communities (ELCC 6.1h).	% The candidates demonstrates the ability to explain a few theories of change and conflict resolution and the appropriate application of those models to specific communities (ELCC 6.1h).	# The candidates demonstrates the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities (ELCC 6.1h).	% The candidates demonstrates the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities (ELCC 6.1h).	# No Response	% No Response	Total Response
Using Demographic Study to Evaluate Influential	0	0%	1	2.27%	43	97.73%	0	0%	44

Internal and External Factors (ELCC 6.1)		
---	--	--

	not designed to accommodate the candidate's	% The candidate does not apply skills and knowledge articulated in the ELCC standards, state standards, or local standards for educational leaders (ELCC 7.3a). The experiences are not designed to accommodate the candidate's individual needs (ELCC 7.3a).	applies a few or some of the skills and knowledge articulated in the	% The candidate applies a few or some of the skills and knowledge articulated in the ELCC standards, or local standards for educational leaders (ELCC 7.3a). The experiences are designed to accommodate a few or some of the candidate's individual needs (ELCC 7.3a).	# The candidate applies most or all of the skills articulated in the ELCC standards, state standards, or local standards for educational leaders (ELCC 7.3a). The experiences are designed to accommodate most or all of the candidate's individual needs (ELCC 7.3a).	% The candidate applies most or all of the skills articulated in the ELCC standards, state standards, or local standards for educational leaders (ELCC 7.3a). The experiences are designed to accommodate most or all of the candidate's individual needs (ELCC 7.3a).		% No Response	Total Response
Describing How Project Relates to District and State Standards of Educational Leadership (ELCC 7.3)	0	0%	1	2.27%	43	97.73%	0	0%	44

Close