

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)



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

Creating a Relationship Between the Project and the Vision and Mission of the School and School District (ELCC 1.1)	0	0%	2	4.55%	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).	# No 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 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	% 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

	# The candidate does not demonstrate the ability to use data-based research strategies and strategic planning	% The candidate does not demonstrate the ability to use data-based research strategies and strategic planning	# The candidate partially demonstrate the ability to use data-based research strategies and strategic planning	% The candidate partially demonstrate the ability to use data-based research strategies and strategic planning	# The candidate completely demonstrate the ability to use data-based research strategies and strategic planning	% The candidate completely demonstrate the ability to use data-based research strategies and strategic planning	# No Response	% No Response	Total Response

	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).	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).	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).	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).	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).	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).			
Articulating the Project's Vision To Stakeholders (ELCC 1.2)	0	0%	3	6.98%	40	93.02%	1	2.27%	43

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

	activities (ELCC 1.2c).	activities (ELCC 1.2c).	(ELCC 1.2c).	(ELCC 1.2c).	(ELCC 1.2c).	(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).	# The candidate somewhat understands the role effective communication skills play in building a shared commitment to the vision (ELCC 1.4a).	% The candidate somewhat 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).	% 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 does not design or adopt a system for using data-based research strategies to regularly monitor,	% The candidate does not design or adopt a system for using data-based research strategies to regularly monitor,	# The candidate partially designs or adopts a system for using data-based research strategies to regularly monitor,	% The candidate partially designs or adopts a system for using data-based research strategies to regularly monitor,	# The candidate designs or adopts a complete system for using data-based research strategies to regularly	% The candidate designs or adopts a complete system for using data-based research strategies to regularly	# No Response	% No Response	Total Response

	evaluate, and revise the vision. (ELCC 1.4b)	evaluate, and revise the vision. (ELCC 1.4b)	evaluate, and revise the vision. (ELCC 1.4b)	evaluate, and revise the vision. (ELCC 1.4b)	monitor, evaluate, and revise the vision. (ELCC 1.4b)	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

	# The candidate does not assume stewardship of the vision through various methods (ELCC 1.4c)	% The candidate does not assume stewardship of the vision through various methods (ELCC 1.4c)	# The candidate partially assumes stewardship of the vision through various methods (ELCC 1.4c)	% The candidate partially assumes stewardship of the vision through various methods (ELCC 1.4c)	# The candidate completely assumes stewardship of the vision through various methods (ELCC 1.4c)	% The candidate completely assumes stewardship of the vision through various methods (ELCC 1.4c)	# No Response	% 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 candidate does not assess school culture using multiple methods and implement context-appropriate strategies that	% The candidate does not assess school culture using multiple methods and implement context-appropriate strategies that	# The candidate assesses school culture by using and implementing only one or a few methods context-appropriate strategies to capitalize on the	% The candidate assesses school culture by using and implementing only one or a few methods context-appropriate strategies to capitalize on the	# The candidate assesses school culture by using and implementing some or many methods and context-appropriate strategies to capitalize on the	% The candidate assesses school culture by using and implementing some or many methods and context-appropriate strategies to capitalize on the	# No Response	% No Response	Total Response

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

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

	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

	# 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).	% 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).	# 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)	% 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)	# 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).	% 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).	# No 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

(ELCC 3.2)									
------------	--	--	--	--	--	--	--	--	--

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

	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).	% 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).	# 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).	% 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

	# The candidate does not 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 (ELCC 4.1b).	% The candidate does not 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 (ELCC 4.1b).	# The candidate demonstrates an ability to involve a few 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).	% The candidate demonstrates an ability to involve a few 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).	# 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).	% 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	% 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

	# The candidate 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 4.1c)	% The candidate 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 4.1c)	# The candidate 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 4.1c).	% The candidate 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 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).	% 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).	# No Response	% No Response	Total Response

Promoting Parental and Community Involvement in Project (ELCC 4.1)	0	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 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).	% The candidate does not develop various methods of outreach aimed at business, religious, political, and service organizations (ELCC 4.1e).	# The candidate develops a few methods of outreach aimed at business, religious, political, and service organizations (ELCC 4.1e).	% The candidate develops a few methods of outreach aimed at business, religious, political, and service organizations (ELCC 4.1e).	# The candidate develops some or many methods of outreach aimed at business, religious, political, and service organizations (ELCC 4.1e).	% 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

	# The candidate does not 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 (ELCC 4.1f).	% The candidate does not 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 (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).	% 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).	# 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).	% 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).	# No Response	% No 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).	% The candidate develops a few comprehensive programs of community relations and demonstrate the ability to work with the media (ELCC 4.1h).	# The candidate develops some or many comprehensive programs of community relations and demonstrate the ability to work with the media (ELCC 4.1h).	% 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	% No Response	Total Response
Displaying Integrity	0	0%	1	2.27%	43	97.73%	0	0%	44

While Completing Project (ELCC 5.1)									
-------------------------------------	--	--	--	--	--	--	--	--	--

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

Using Equity and Fairness to Enhance Project (ELCC 5.3)	0	0%	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).	% 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 does not	% The candidate does	# The candidate demonstrates	% The candidate demonstrates	# The candidate demonstrates	% The candidate demonstrates	# No Response	% No Response	Total Response
--	--------------------------	----------------------	------------------------------	------------------------------	------------------------------	------------------------------	---------------	---------------	----------------

	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 (ELCC 6.1b).	not 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 (ELCC 6.1b).	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).	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).	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

	# The candidate does not demonstrate the ability to analyze the complex causes of poverty and other disadvantages	% The candidate does not demonstrate the ability to analyze the complex causes of poverty and other disadvantages	# The candidate demonstrates the ability to analyze a few of the complex causes of poverty and other disadvantages	% The candidate demonstrates the ability to analyze a few of the complex causes of poverty and other disadvantages	# The candidate demonstrates the ability to analyze some or many of the complex causes of poverty and other disadvantages	% The candidate demonstrates the ability to analyze some or many of the complex causes of poverty and other disadvantages	# No Response	% No Response	Total Response
--	---	---	--	--	---	---	---------------	---------------	----------------

	and their effects on families, communities, children, and learning (ELCC 6.1c)	and their effects on families, communities, children, and learning (ELCC 6.1c)	and their effects on families, communities, children, and learning (ELCC 6.1c)	and their effects on families, communities, children, and learning (ELCC 6.1c)	and their effects on families, communities, children, and learning (ELCC 6.1c).	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 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 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

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

	# The candidate does not demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools (ELCC 6.1e).	% The candidate does not demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools (ELCC 6.1e).	# 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)	% 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)	# 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)	% 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	% 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 does not	% The candidate does not	# The candidate demonstrates the ability to	% The candidate demonstrates the ability to	# The candidate demonstrates the ability to	% The candidate demonstrates the ability to	# No Response	% No Response	Total Response
--	--------------------------	--------------------------	---	---	---	---	---------------	---------------	----------------

	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).	analyze and describe a few aspects of the cultural diversity in a school community (ELCC 6.1f).	analyze and describe various aspects of the cultural diversity in a school community (ELCC 6.1f).	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)									
--	--	--	--	--	--	--	--	--	--

	# 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).	% 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).	# The candidate applies a few or some of the skills and knowledge articulated in the ELCC standards, state 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 a few or some of the skills and knowledge articulated in the ELCC standards, state 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	% 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