

Two Student Work Samples

Student Work Sample #1

Case: Organizational Leadership; Resources & Mission Alignment set in Roosevelt Elementary. Student scored 88%.

i You have graded this assignment and returned it to the student. You can review the scores but you may not change them.

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Grade Sheet

Intro

Intro

Step 1

Step 2

Step 3

Step 4

Coherence

Q1: Before you begin, consider why is leadership on this topic important? What kinds of decisions would such leadership involve? Can you give an example of when you encountered a need for this type of leadership?

A: It is important that as leaders, we are able to identify key issues that if addressed, are going to lead to positive changes. By having a vision that is carefully created and implemented, and providing support are ways to ensure that the school moves forward in achieving the identified goals. Additionally, the development and implementation of the vision takes careful planning because if the leadership is ineffective or makes hasty decisions, stakeholders (staff-building and central office, community members, etc.) could become dissatisfied and in turn, the vision may not be reached or met with resistance.

There are many decisions that will need to be made during this process and may include:

- Who should be a part of the vision development team?
- How are the school leaders going to communicate the vision so that there is buy-in from the stakeholders?
- What supports (short- and long-term) are going to be needed?
- How are the school leaders going to provide support?
- How can school leaders effectively incorporate time (planning, meeting, training) into the stakeholders' schedules so as not to place a potential undue burden on them?
- What materials are needed to help ensure that school can move towards achieving their vision? Are the necessary materials financially feasible?

-I have not experienced the need for this type of leadership as the two schools that I have taught in were unique. Six years ago, when I began teaching, I was a part of the opening of a new public high school in Northern Virginia. As a result, the school's vision was already developed and the school leaders were able to recruit teachers who they believed would fit in and best help the school in achieving their vision rather than having to change a culture and vision that was already in place. I joined the faculty at my current setting after there was a change in leadership. I believe the leaders in the school did an effective job in communicating and developing the vision and now supporting the vision.

Q1: Consider what is going on at the school. Generate 3-5 explanations that you think could account for this. Check the one that you believe is at the heart of the issue.

- A:**
- At Roosevelt Elementary School there is a misalignment between the goals the school's time resource. A lack of instructional time exists, especially in the area of Writing/Language Arts, which is the focus of the School Improvement Plan (25 minutes daily). Students spend nearly double the amount of time learning math and attending Art and P.E. classes than they do receiving direct instruction in reading and writing. In addition, there is approximately an hour and a half of the students' day in which they are not receiving instruction (recess and lunch). Additionally, the fifteen minutes of "wrap up" time at the end of each school day is time that could be better used for instruction.
 - **There is a misalignment with Roosevelt's SIP and the faculty's (lack of) expertise in the area of reading and writing, which will hinder Roosevelt in making progress towards their goals. Roosevelt intends to implement their SIP school-wide; however, the infrastructures are not conducive to all staff being able to become proficient in the teaching of reading and writing, across the curriculum. For example, there is only one PD workshop day at the beginning of the school year, two and half days of PD during the school year, and online PD that may be offered, but is dependent on interest and funding. Furthermore, of the teachers that teach Language Arts, there are only two who have greater than 80% pass rate (Walz & Cannes). As a school, there has been little to no improvement in ELA scores from last year to current year.**
 - A lack of communication and collaboration exists at Roosevelt Elementary School. The SIP team, consisting of the superintendent, two school board members, the principal, and two teachers were responsible for generating the the SIP and the related activities. The Leadership Team, however, is responsible for reassessing and realigning the resources based on the SIP, but only shares one member with the SIP team, the principal. Furthermore, the leadership team at Roosevelt consists of three teachers who may or may not have expertise in the area of literacy, which is the focus of the current SIP and as a result, there may be members of the leadership team making decisions about resources that are unfamiliar to them.
 - At Roosevelt, low morale is an issue due to ineffective leadership, which in turn, is having a negative impact on student learning. Based on the school climate survey, teachers report: dissatisfaction with the conditions/cleanliness of the school, ineffective problem solving, not being listened to and considered, leaders that are generally ineffective, their leaders don't have good interpersonal skills, they do not feel respected, that administration is unsupportive, an unfair evaluation process, and insufficient resources. Additionally, parents are not satisfied with teachers, indicating they do not believe the teachers are positively impacting their students' teaching and learning.
 - The teacher evaluation process is ineffective as the results of the performance appraisal report do not coincide with student outcomes. 80% of teachers teaching at Roosevelt are tenured, with 100% of teachers being recommended for reappointment, no teachers on assistance plans, and at least 90% of all teachers meet expectations on the evaluation indicators.

S1Q1a: All statements, explanatory fluency	Student lists facts or empirical evidence from the case.	Student provides one explanation that fits the given facts and evidence from the case.	Student provides two explanations that fit the given facts and evidence from the case.	Student provides three or more explanations that fit the given facts and evidence from the case.
	<input type="radio"/> 0 points	<input type="radio"/> 1 points	<input type="radio"/> 2 points	<input checked="" type="radio"/> 3 points
S1Q1b: Bullet statement, explanatory accuracy	Student lists facts or empirical evidence from the case.	Student describes one explanation that fits the facts and evidence from the case, but it is not a relevant issue.	Student describes one explanation that is a relevant issue.	Student describes one explanation that uses given facts and evidence from the case as a rationale and it is a relevant issue.
	<input type="radio"/> 0 points	<input type="radio"/> 1 points	<input type="radio"/> 2 points	<input checked="" type="radio"/> 3 points
S1Q1c: Bullet statement, explanatory detail	Student identifies an irrelevant issue or a relevant issue, but without any rationale.	Student describes a relevant issue with a rationale that draws upon one factual detail.	Student describes a relevant issue with a rationale that draws upon two factual details.	Student describes a relevant issue using a rationale that draws upon three or more factual details.
	<input type="radio"/> 0 points	<input type="radio"/> 1 points	<input type="radio"/> 2 points	<input checked="" type="radio"/> 3 points

Q2: Identify eight key data sources that led you to conclude what the heart of the issue is.

A: School Site

About the School	Students	Staff	Curriculum and Assessment	Technology Infrastructure	School Community Connections	Professional Development
<input type="checkbox"/> Mission Statement	<input type="checkbox"/> Demographics	<input type="checkbox"/> Demographics	<input type="checkbox"/> Standards	<input type="checkbox"/> School Wide Facilities	<input type="checkbox"/> Family Involvement	<input checked="" type="checkbox"/> PD Plan
<input checked="" type="checkbox"/> School Improvement Plan	<input checked="" type="checkbox"/> Performance	<input type="checkbox"/> Mentoring	<input type="checkbox"/> Instructional Sequence	<input type="checkbox"/> Classroom Based Facilities	<input type="checkbox"/> Business Involvement	<input type="checkbox"/> Resources
<input type="checkbox"/> Facilities	<input type="checkbox"/> Schedule	<input type="checkbox"/> Leadership	<input type="checkbox"/> Computer Curriculum	<input type="checkbox"/> Community Facilities	<input type="checkbox"/> Higher Education Involvement	<input type="checkbox"/> Leadership
	<input type="checkbox"/> Student Leadership	<input checked="" type="checkbox"/> Faculty Schedule	<input checked="" type="checkbox"/> Classroom Pedagogy and Assessment	<input type="checkbox"/> Technology Support Staff	<input type="checkbox"/> Community Resources	<input type="checkbox"/> Learning Community
		<input type="checkbox"/> Faculty Meetings		<input type="checkbox"/> Policies and Rules	<input type="checkbox"/> Community Demographics	<input type="checkbox"/> Professional Development Process Goals
		<input type="checkbox"/> Faculty Contract		<input type="checkbox"/> Technology Committee		
				<input type="checkbox"/> Technology Survey Results		
				<input type="checkbox"/> Technology Plan and Budget		

Intranet

Student Data	Staff Data	Policies	Financial Records
<input type="checkbox"/> Discipline	<input checked="" type="checkbox"/> Supervision & Evaluation	<input type="checkbox"/> Instruction	<input checked="" type="checkbox"/> Budget
<input type="checkbox"/> Attendance	<input type="checkbox"/> Teacher Improvement Goals	<input type="checkbox"/> Personnel	
<input checked="" type="checkbox"/> Grades & Achievement	<input type="checkbox"/> Staff assignments		
	<input type="checkbox"/> Leadership Team Profile		

Q3: In addressing this issue, identify the desired goals you hope to achieve.

A: Roosevelt Elementary will align the time and people resources while using the financial resources already in place in order to assist the school in meeting their goals. This will be achieved by narrowing the scope of PD, adjusting the resource of time, and increasing the way in which students are assessed throughout the school year in order to monitor what they know, understand, and are able to do.

S1Q3: Goal	Student lists a goal that is only meant to improve facts and evidence from the case. (See relevant facts and issues sheets.)	Student lists a vague goal, possibly by reiterating the "purpose" of the case.	Student lists a goal that addresses an issue (i.e., explanation) he or she believes is affecting the facts and evidence in the case, but is not related to one of the listed relevant issues of the school.	Student lists a goal that addresses one of the relevant issues (i.e., explanation) of the school.
	<input type="radio"/> 0 points	<input type="radio"/> 1 points	<input type="radio"/> 2 points	<input checked="" type="radio"/> 3 points

Q4: How certain are you of your answers on this page?

- A:**
- Unsure
 - Somewhat unsure
 - Somewhat sure
 - **Sure**

Q5: Please rate your confidence in your current ability to successfully carry out this step of decision making:

- A:**
- No confidence
 - A little confidence
 - A fair ammount of confidence
 - Much confidence
 - **Very much confidence**
 - Complete confidence

Instructor Comments:

These are sophisticated formulations of the issues facing Roosevelt and they reflect not only the facts but a thoughtful analysis of the systems effects that were contained in the case. Your confidence and certainty are well-justified. I would encourage you to read less and see if you can come up with similar formulations with less information. The goals was to be more strategic in your information gathering. (like a real principal)

Step 2: Criteria

Intro Step 1 **Step 2** Step 3 Step 4 Coherence

Q1: How will the school goals and mission serve you as criteria for your decision?

A: The school's "preliminary questions from the SIP" will be turned into a checklist in order to better assess the teachers' readiness to teach reading and writing and help drive the SIP Activities. Once the questions are answered, the PD timeline and schedule will be updated to reflect the needs of the teachers. If the school is able to be achieve their SIP, they will also be closer to meeting their mission, which is to provide an environment in which students will experience personal growth and academic competence.

S2Q1: School Mission	Student gives vague answer and does not reference the school's goals or mission statement	Student paraphrases (literally) or quotes the school's goals or mission statement.	Student cites and interprets use of the school's goals or mission statement. (implies how it will guide action)	Student applies the school's goals or mission statement as criteria for solution of the problem.
	<input type="radio"/> 0 points	<input type="radio"/> 1 points	<input type="radio"/> 2 points	<input checked="" type="radio"/> 3 points

Q2: What principles of professional (declarative) knowledge will serve as your criteria for making a decision? Indicate your top three:

- A:**
- **learning goals in a pluralistic society**
 - **the principles of developing and implementing strategic plans**
 - systems theory
 - theories and models of organizations and the principles of organizational development
 - operational procedures at the school and district level
 - principles and issues relating to school safety and security
 - **human resources management and development**
 - principles and issues relating to fiscal operations of school management
 - principles and issues relating to school facilities and use of space
 - legal issues impacting school operations
 - current technologies that support management functions

Q3: Dispositions are what an administrator believes in, values, and is committed to. What dispositions will serve as your criteria for making a decision? Indicate your top three:

- A:**
- **information sources, data collection, and data analysis strategies**
 - **effective communication**
 - effective consensus-building and negotiation skills
 - the educability of all
 - a school vision of high standards of learning
 - continuous school improvement
 - the inclusion of all members of the school community
 - ensuring that students have the knowledge, skills, and values needed to become successful adults
 - a willingness to continuously examine one's own assumptions, beliefs, and practices
 - doing the work required for high levels of personal and organization performance
 - **making management decisions to enhance learning and teaching**
 - taking risks to improve schools
 - trusting people and their judgments
 - accepting responsibility
 - high-quality standards, expectations, and performances
 - involving stakeholders in management processes
 - a safe environment

Q4: Select one of the dispositions from your list above and explain how it will serve you as a criterion for making a decision.

A: It is important that both teachers and administrators keep the students' best interests in mind when making decisions. By being objective and thinking about what is best for the students, instead of what is the easiest, and focusing on decisions that will improve teaching and learning, it will be difficult to dispute the decisions that were made.

S2Q4: Selected Disposition	Student makes no connection between the disposition and the school in the case.	Student gives vague answer, loosely connecting a disposition to something about the school in the case.	Student cites a disposition and relates it to the student-identified main issue in the school in the case.	Student explains how the disposition will serve as a criterion for taking action in making a decision about the student-identified issue in the school in the case.
	<input type="radio"/> 0 points	<input type="radio"/> 1 points	<input type="radio"/> 2 points	<input checked="" type="radio"/> 3 points

Q5: How certain are you of your answers on this page?

- A:**
- Unsure
 - Somewhat unsure
 - Somewhat sure
 - **Sure**

Q6: Please rate your confidence in your current ability to successfully carry out this step of decision making:

- A:**
- No confidence
 - A little confidence
 - A fair amount of confidence
 - Much confidence
 - **Very much confidence**
 - Complete confidence

Instructor Comments:

clearly stated

Step 3: Alternatives

Intro Step 1 Step 2 **Step 3** Step 4 Coherence

Q1: Your Answer

A: As a part of this alternative, the SIP Activities and accompanying PD will be adjusted so the SIP can be implemented school-wide, but the initial focus will be on increasing the expertise of the English/Language Arts (ELA) teachers. The Curriculum activities will remain the same, the Instruction/Assessment activities will continue to promote reading across the school; however, the increase in the number of books read will not be implemented across the school. Additionally, the use of common assessments will be introduced to monitor student progress. The Professional Development activities that support the SIP will also be adjusted. In the fall, there will be some PD for the whole school (in large group), but then the school will be split into two groups, the ELA teachers and the rest of the teachers. At this point, the ELA teachers will receive more specific training regarding improving teaching reading and writing practices while the remaining teachers will receive training on how they can encourage and support reading and writing across the curriculum. In regards to the budget planning activities, the school will not purchase new texts, but will reallocate these funds to PD in case it should be needed. There will also be an adjustment to the school schedule to balance the instructional time of all subjects. In addition, brief PD updates or mini PD sessions will be incorporated into the monthly faculty meetings. Also, the ELA teachers will begin to work not only with their grade-level partner, they will also work across grade levels (horizontal and vertical teaming) to increase the accountability that students will be prepared for the next grade.

Q2: Check which criteria are aligned with this alternative

- A:**
- **the principles of developing and implementing strategic plans**
 - **human resources management and development**
 - learning goals in a pluralistic society
 - information sources, data collection, and data analysis strategies
 - effective communication
 - **making management decisions to enhance learning and teaching**

Q3: What school characteristics make the implementation of this alternative MORE feasible?

- A:**
- One person leading/making decisions
 - Grade-level meetings/PLCs are already in place
 - While limited, there are some built-in PD days
 - Currently poor student performance in reading; therefore, there is a need for change
 - There are currently no summative assessments in place other than the large test at the end of the year
 - School was already planning on implementing PD school wide
 - There is unused time in the day to allow for schedule adjustments
 - Few computers in the school and many teachers without technology experience; therefore, there is no current need to implement online PD

Q4: What school characteristics make the implementation of this alternative LESS feasible?

A: -One person leading/making decisions
 -Weak leadership that teachers do not trust (principal, library director, and curriculum coordinator equals two and a half positions)
 -Teachers who are seasoned and likely not open to much change
 -The PD portion of the plan excludes two teachers (P.E. & Art)
 -Teachers will be concerned about increased workload
 -Teachers will need training on how to use assessment data to drive instruction

<p>S3P1Q1: Step 3, Part 1, Question 1</p>	<p>Student identifies an alternative without explanation of how or why this choice will address the student-identified main issue in the school. Or doesn't address own self-identified issue at all. (no logic chain)</p>	<p>Student identifies an alternative and poorly explains how or why the choice will address student-identified main issue in the school. (incomplete logic chain)</p>	<p>Student identifies an alternative and adequately explains how or why the choice will address student-identified main issue in the school. (a complete logic chain)</p>	<p>Student identifies an alternative that clearly explains how and why the choice will address the student-identified main issue in the school. (a complete logic chain)</p>	
<p><input type="radio"/> 0 points</p>		<p><input type="radio"/> 1 points</p>		<p><input checked="" type="radio"/> 2 points</p>	<p><input type="radio"/> 3 points</p>
<p>S3P1Q2: Enablers and Constraints</p>	<p>Student does not account for enablers and constraints about the school in answer.</p>	<p>Student makes vague references to enabler (s) and/or constraint (s) at the school. (recall of the context in alternative above)</p>	<p>Student takes enablers and/or constraints (at the school) into consideration in the formulation of alternative. (application of the context in alternative above)</p>	<p>Student maximizes enablers and/or acknowledges constraints (at the school) in the formulation of alternative. (evaluation of the context in alternative above)</p>	
<p><input type="radio"/> 0 points</p>		<p><input type="radio"/> 1 points</p>		<p><input type="radio"/> 2 points</p>	<p><input type="radio"/> 3 points</p>

Q5: Your Answer

A: As part of this alternative, the school's leadership team will be reconfigured to include some of the higher performing teachers, as they will be vital in supporting PD that will increase the teachers' expertise in the teaching of reading and writing. In addition, since these teachers have relatively better successes than their peers, they will assist the leadership team in determining the realignment of the school's resources that must be made due to the lack of an increase in funds. This team will then be responsible for evaluating the SIP Activities and making adjustments as they see fit. The school schedule will be adjusted to better balance the time each subject is being taught at Roosevelt.

Q6: Check which criteria are aligned with this alternative

A:

- the principles of developing and implementing strategic plans
- human resources management and development
- learning goals in a pluralistic society
- information sources, data collection, and data analysis strategies
- effective communication
- making management decisions to enhance learning and teaching

Q7: What school characteristics make the implementation of this alternative MORE feasible?

A: -Involves a group in making decisions
 -Time resource already in place, just needs to be adjusted
 -Calling on teacher experts/leaders to develop teacher knowledge
 -Teachers may better trust the members of the leadership team to provide support and PD

Q8: What school characteristics make the implementation of this alternative LESS feasible?

A: -Involves a group in making decisions
 -May be viewed negatively by peers as siding with administration (which the teachers already do not trust)
 -Does the team in and of itself have enough expertise to transfer that knowledge to improve the instruction of other teachers?

S3P2Q1: Step 3, Part 2, Question 1	Student identifies an alternative without explanation of how or why this choice will address the student-identified main issue in the school. Or doesn't address own self-identified issue at all. (no logic chain)	Student identifies an alternative and poorly explains how or why the choice will address student-identified main issue in the school. (incomplete logic chain)	Student identifies an alternative and adequately explains how or why the choice will address student-identified main issue in the school. (a complete logic chain)	Student identifies an alternative that clearly explains how and why the choice will address the student-identified main issue in the school. (a complete logic chain)			
<input type="radio"/> 0 points		<input type="radio"/> 1 points		<input type="radio"/> 2 points		<input checked="" type="radio"/> 3 points	
S3P2Q2: Enablers and Constraints	Student does not account for enablers and constraints about the school in answer.	Student makes vague references to enabler (s) and/or constraint (s) at the school. (recall of the context in alternative above)	Student takes enablers and/or constraints (at the school) into consideration in the formulation of alternative. (application of the context in alternative above)	Student maximizes enablers and/or acknowledges constraints (at the school) in the formulation of alternative. (evaluation of the context in alternative above)			
<input type="radio"/> 0 points		<input type="radio"/> 1 points		<input type="radio"/> 2 points		<input checked="" type="radio"/> 3 points	

Q9: How certain are you of your answers on this page?

- A:**
- Unsure
 - Somewhat unsure
 - Somewhat sure
 - **Sure**

Q10: Please rate your confidence in your current ability to successfully carry out this step of decision making:

- A:**
- No confidence
 - A little confidence
 - A fair ammount of confidence
 - Much confidence
 - **Very much confidence**
 - Complete confidence

Instructor Comments:

These are interesting alternative approaches to the identified problem. The first one was more fully developed but it primarily addressed how to address the problem versus why. Your alternatives can be briefer with more detail in the decision below.

Q1: Click the radio button of the correspondingly numbered choice below to indicate which of the two alternatives you listed in Step 3 you are selecting as your plan of action to take.

- A:**
- As a part of this alternative, the SIP Activities and accompanying PD will be adjusted so the SIP can be implemented school-wide, but the initial focus will be on increasing the expertise of the English/Language Arts (ELA) teachers. The Curriculum activities will remain the same, the Instruction/Assessment activities will continue to promote reading across the school; however, the increase in the number of books read will not be implemented across the school. Additionally, the use of common assessments will be introduced to monitor student progress. The Professional Development activities that support the SIP will also be adjusted. In the fall, there will be some PD for the whole school (in large group), but then the school will be split into two groups, the ELA teachers and the rest of the teachers. At this point, the ELA teachers will receive more specific training regarding improving teaching reading and writing practices while the remaining teachers will receive training on how they can encourage and support reading and writing across the curriculum. In regards to the budget planning activities, the school will not purchase new texts, but will reallocate these funds to PD in case it should be needed. There will also be an adjustment to the school schedule to balance the instructional time of all subjects. In addition, brief PD updates or mini PD sessions will be incorporated into the monthly faculty meetings. Also, the ELA teachers will begin to work not only with their grade-level partner, they will also work across grade levels (horizontal and vertical teaming) to increase the accountability that students will be prepared for the next grade.
 - As part of this alternative, the school's leadership team will be reconfigured to include some of the higher performing teachers, as they will be vital in supporting PD that will increase the teachers' expertise in the teaching of reading and writing. In addition, since these teachers have relatively better successes than their peers, they will assist the leadership team in determining the realignment of the school's resources that must be made due to the lack of an increase in funds. This team will then be responsible for evaluating the SIP Activities and making adjustments as they see fit. The school schedule will be adjusted to better balance the time each subject is being taught at Roosevelt.

Q2: Setting Direction: How will you articulate the direction you have set in order to create shared meanings, and your performance expectations for moving in this direction? What data will you collect/monitor in order to help your leadership team track the school's progress and performance for this direction?

A: The current leadership team has been tasked with realigning the school's resources; therefore, the team will first assess the SIP Activities and PD and make the necessary adjustments. The leadership team will make these adjustments during the summer, before they evaluate the language arts curricula. Prior to the first summer PD day, the leadership team will present the adjusted SIP and PD activities to the faculty. The need for these changes will be presented by showing data in reading for the past three years at Roosevelt (individual teacher data will not be shown to faculty, just school data). The proposal will be presented in a problem-solution format in an attempt to improve the morale and a sense that this task is a shared effort among all in the school. The team will also present a goal for the school to aim for in terms of increasing the pass rate of students' reading assessments.

Since there will be new common assessments, data on student performance will be reviewed on at least a quarterly basis by grade-level and also collectively, as a school. This will not only increase the accountability of the teachers, but by having common assessments, teachers will be able to track the students' strengths and weaknesses, and then adjust instruction throughout the school year.

<p>S4Q2: Setting Direction</p>	<p>Student does not discuss strategies (i.e., plan of action to achieve goal) for developing clear goals for the school, communicating them or monitoring organizational performance.</p>	<p>Student discusses one or two strategies for developing clear goals for the school, communicating them or monitoring organizational performance.</p>	<p>Student discusses multiple (3) strategies for developing a shared vision and goals for the school, communicating them, or monitoring organizational performance.</p>	<p>Student discusses a rich mix (4 or more) of strategies for developing a shared vision and goals for the school, communicating them, or monitoring organizational performance.</p>
	<p><input type="radio"/> 0 points</p>	<p><input type="radio"/> 1 points</p>	<p><input type="radio"/> 2 points</p>	<p><input checked="" type="radio"/> 3 points</p>

Q3: Developing People: How will you develop people's capacity to move in this direction? What support and opportunities to learn are needed?

A: The teachers at Roosevelt will need a significant amount of support from the school leaders. The administration must have a hands-on approach with this initiative and make a presence at as many PD sessions and team meetings as possible. While some of the team meetings will be a collaborative brainstorm amongst colleagues, the administration or designated PD facilitator will use one meeting per month to provide training on research-based reading and writing strategies. The two and a half PD days that take place during the year will focus on whole group PD to all teachers who directly teach reading and writing. The teachers who do not directly teach the subjects will receive shorter training on how to support reading and writing in their content (it should also be noted that these teachers are half-time). It will also be important for the teacher leaders to be a support system and a resource for the teachers. If teachers desire, the teachers on the leadership team can informally observe other teachers and provide them feedback on their ELA lesson.

<p>S4Q3: Developing the People</p>	<p>Student does not discuss strategies for supporting faculty reflection, learning and growth to foster improvement at the school level.</p>	<p>Student discusses one or two strategies for supporting faculty reflection, learning or growth to foster improvement at the school level.</p>	<p>Student discusses multiple (3) strategies for supporting faculty reflection, learning or growth to foster improvement at the school level.</p>	<p>Student discusses a rich mix (4 or more) of strategies for supporting faculty reflection, learning or growth to foster improvement at the school level</p>
	<p><input type="radio"/> 0 points</p>	<p><input type="radio"/> 1 points</p>	<p><input type="radio"/> 2 points</p>	<p><input checked="" type="radio"/> 3 points</p>

Q4: Developing the Organization: What will make the organization work to help you achieve movement in this direction? What are the entire range of conditions and incentives necessary in the school in order to fully support rather than inhibit stakeholders moving in the direction you've set?

A: While the SIP will generally be discussed on a small-scale level due to a lack of time, it is important that whenever the faculty meets as a whole group, successes are shared. As a result, at each faculty meeting, one of the grade level teams will share recent successes, innovations, or successful lessons with the rest of the faculty. Also, to improve morale, the administration will present a certificate to the teacher who has been nominated by their peers and confirmed by the administration (by walk-through or informal observation) as being a positive contributor to their team and who has positively impacted student achievement. At the end of the school year, the teacher who has helped their students make the largest growth in reading (greatest percentage-measured by baseline data at the beginning of year to end of year), will earn a gift certificate and small monetary award to be used for classroom supplies, donated by the PTO or community.

<p>S4Q4: Developing the Organization</p>	<p>Student does not discuss strategies (plan of action to achieve goal) for strengthening the school culture, modifying organizational structures, building collaborative processes, or managing the school environment</p>	<p>Student discusses one or two strategies for strengthening the school culture, modifying organizational structures, building collaborative processes, or managing the school environment.</p>	<p>Student discusses multiple (3) strategies for strengthening the school culture, modifying organizational structures, building collaborative processes, or managing the school environment.</p>	<p>Student discusses a rich mix (4 or more) of strategies for strengthening the school culture, modifying organizational structures, building collaborative processes, or managing the school environment.</p>
	<p><input type="radio"/> 0 points</p>	<p><input type="radio"/> 1 points</p>	<p><input checked="" type="radio"/> 2 points</p>	<p><input type="radio"/> 3 points</p>

Q5: How certain are you of your answers on this page?

- A:**
- Unsure
 - Somewhat unsure
 - Somewhat sure
 - **Sure**

Q6: Please rate your confidence in your current ability to successfully carry out this step of decision making:

- A:**
- No confidence
 - A little confidence
 - A fair amount of confidence
 - **Much confidence**
 - Very much confidence
 - Complete confidence

Instructor Comments:

You've done a great job of developing a multi-faceted plan for addressing the complex problem you identified in Step 1. The organizational part of your plan is relatively weak, however, and you might want to think about use of the PLCs to change the culture at Roosevelt and how business is done. I think a more job-embedded approach to the PD might be useful given the small school size.

Coherence

Intro Step 1 Step 2 Step 3 Step 4 **Coherence**

Coherence: Coherence	Student does not communicate a connection among these 4 elements: student identified issue, goal, alternatives, and plan of action. [Note: consider 3 parts of the plan of action together as 1 of the 4 elements.]	Student communicates a vague or disjointed coherence because only 1 connection between any 2 of these 4 elements: student identified issue, goal, selected alternative, and the (three parts together making up the) plan of action.	Student implies coherence by either 2 connections among 3 of these: student identified issue, goal selected alternative, and the (three parts together making up the) plan of action OR connects all 4 but not explicitly, logic must be infer	Student communicates an explicit line of logic among all 4 of these: student identified issue, goal selected alternative, and (the three parts together making up) the plan of action.
	<input type="radio"/> 0 points	<input type="radio"/> 1 points	<input type="radio"/> 2 points	<input checked="" type="radio"/> 3 points

END OF RUBRIC

Intro Step 1 Step 2 Step 3 Step 4 Coherence

Step 1	12 / 12	Step 2	6 / 6	Step 3	8 / 12	Step 4	8 / 9	Total	37 / 42 (88.10%)
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Student Work Sample #2

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etips Educational Theory into Practice Software

CASES

ASSIGNMENTS

USING ETIPS

TROUBLESHOOTING

i You have graded this assignment and returned it to the student. You can review the scores but you may not change them.

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Grade Sheet:

Intro

Intro

Step 1

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Step 3

Step 4

Coherence

Q1: Before you begin, consider why is leadership on this topic important? What kinds of decisions would such leadership involve? Can you give an example of when you encountered a need for this type of leadership?

A: This combination of factors is common in schools, but also in the work that teachers do within professional work groups such as Division committees. As educators toss around phrases such as best practices and 21st century learning, clarity of vision for teaching and learning and clear steps of how a team, school, or district can reach that vision are hard to come by. As teachers work outside of their own classes in PLCs, school committees, or on division teams, they need and deserve a clear sense of vision and purpose for their extra efforts. Since leaders should be able to view current work within a larger context, they must help teachers understand how their individual contributions fit into the whole and develop a clear sense of purpose and goals.

Instructor Comments:

Step 1: Issue

Intro

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Coherence

Q1: Consider what is going on at the school. Generate 3-5 explanations that you think could account for this. Check the one that you believe is at the heart of the issue.

A:

- **Lack of a collaborative culture which builds on the professionalism of teachers and creates a foundation of shared purpose and vision to guide work. Tensions between administrator and faculty are seen in staff survey and in structures for process such as SIP, faculty meetings, and professional development. Limited inclusion of faculty as participating professionals. This then creates barriers for collective approach to solving problems such as stagnate reading scores and more.**
- Too little focus on professional development as seen in small number of events planned, little teacher input, minimal support for induction of new staff, only 7% of budget, and no emphasis on innovation or continuous improvement
- Structures such as student schedules and access to technology limit flexibility to provide intervention and enrichment.
- Limited technology plan and focus on use of traditional resources. While resources are limited, investment seems to be focused on traditional materials rather than updated tools and strategies. One computer classroom model is especially limiting with an average ration of 29:1.
- Decision making appears to be dominated by principal and curriculum coordinator rather than distributed to solicit input and support from other professionals.

S1Q1a: All statements, explanatory fluency	Student lists facts or empirical evidence from the case.	Student provides one explanation that fits the given facts and evidence from the case.	Student provides two explanations that fit the given facts and evidence from the case.	Student provides three or more explanations that fit the given facts and evidence from the case.
	<input type="radio"/> 0 points	<input type="radio"/> 1 points	<input type="radio"/> 2 points	<input checked="" type="radio"/> 3 points
S1Q1b: Bullet statement, explanatory accuracy	Student lists facts or empirical evidence from the case.	Student describes one explanation that fits the facts and evidence from the case, but it is not a relevant issue.	Student describes one explanation that is a relevant issue.	Student describes one explanation that uses given facts and evidence from the case as a rationale and it is a relevant issue.
	<input type="radio"/> 0 points	<input type="radio"/> 1 points	<input type="radio"/> 2 points	<input checked="" type="radio"/> 3 points
S1Q1c: Bullet statement, explanatory detail	Student identifies an irrelevant issue or a relevant issue, but without any rationale .	Student describes a relevant issue with a rationale that draws upon one factual detail.	Student describes a relevant issue with a rationale that draws upon two factual details.	Student describes a relevant issue using a rationale that draws upon three or more factual details.
	<input type="radio"/> 0 points	<input type="radio"/> 1 points	<input type="radio"/> 2 points	<input checked="" type="radio"/> 3 points

Q2: Identify eight key data sources that led you to conclude what the heart of the issue is.

A: School Site

About the School	Students	Staff	Curriculum and Assessment	Technology Infrastructure	School Community Connections	Professional Development
<input type="checkbox"/> Mission Statement	<input checked="" type="checkbox"/> Demographics	<input type="checkbox"/> Demographics	<input type="checkbox"/> Standards	<input type="checkbox"/> School Wide Facilities	<input checked="" type="checkbox"/> Family Involvement	<input checked="" type="checkbox"/> PD Plan
<input checked="" type="checkbox"/> School Improvement Plan	<input type="checkbox"/> Performance	<input type="checkbox"/> Mentoring	<input checked="" type="checkbox"/> Instructional Sequence	<input type="checkbox"/> Classroom Based Facilities	<input type="checkbox"/> Business Involvement	<input type="checkbox"/> Resources
<input type="checkbox"/> Facilities	<input checked="" type="checkbox"/> Schedule	<input type="checkbox"/> Leadership	<input type="checkbox"/> Computer Curriculum	<input type="checkbox"/> Community Facilities	<input type="checkbox"/> Higher Education Involvement	<input checked="" type="checkbox"/> Leadership
	<input type="checkbox"/> Student Leadership	<input checked="" type="checkbox"/> Faculty Schedule	<input type="checkbox"/> Classroom Pedagogy and Assessment	<input type="checkbox"/> Technology Support Staff	<input type="checkbox"/> Community Resources	<input type="checkbox"/> Learning Community
		<input checked="" type="checkbox"/> Faculty Meetings		<input type="checkbox"/> Policies and Rules	<input type="checkbox"/> Community Demographics	<input type="checkbox"/> Professional Development Process Goals
		<input type="checkbox"/> Faculty Contract		<input type="checkbox"/> Technology Committee		
				<input type="checkbox"/> Technology Survey Results		
				<input checked="" type="checkbox"/> Technology Plan and Budget		

Intranet

Student Data	Staff Data	Policies	Financial Records
<input type="checkbox"/> Discipline	<input type="checkbox"/> Supervision & Evaluation	<input type="checkbox"/> Instruction	<input type="checkbox"/> Budget
<input type="checkbox"/> Attendance	<input checked="" type="checkbox"/> Teacher Improvement Goals	<input checked="" type="checkbox"/> Personnel	
<input checked="" type="checkbox"/> Grades & Achievement	<input type="checkbox"/> Staff assignments		
	<input checked="" type="checkbox"/> Leadership Team Profile		

Q3: In addressing this issue, identify the desired goals you hope to achieve.

A: By creating a more collaborative and reflective school climate, the faculty of Roosevelt will become more invested in efforts to improve student achievement through their own professional development and continuous improvement of professional practice.

- teacher leaders shape SIP and develop professional development plan to support the SIP goals
- teachers create thriving PLCs focused on professional practice, analyzing student performance and adjusting strategies to achieve student growth
- student performance improves in reading and math as PLCs are able to reflect on impact of their work and adjustments

S1Q3: Goal	Student lists a goal that is only meant to improve facts and evidence from the case. (See relevant facts and issues sheets.)	Student lists a vague goal, possibly by reiterating the "purpose" of the case.	Student lists a goal that addresses an issue (i.e., explanation) he or she believes is affecting the facts and evidence in the case, but is not related to one of the listed relevant issues of the school.	Student lists a goal that addresses one of the relevant issues (i.e., explanation) of the school.
	<input type="radio"/> 0 points	<input type="radio"/> 1 points	<input type="radio"/> 2 points	<input checked="" type="radio"/> 3 points

Q4: How certain are you of your answers on this page?

- A:**
- Unsure
 - Somewhat unsure
 - Somewhat sure
 - **Sure**

Q5: Please rate your confidence in your current ability to successfully carry out this step of decision making:

- A:**
- No confidence
 - A little confidence
 - A fair amount of confidence
 - **Much confidence**
 - Very much confidence
 - Complete confidence

Instructor Comments:

These are sophisticated formulations of the issues facing Roosevelt and they reflect not only the facts but a thoughtful analysis of the systems effects that were contained in the case. Your confidence and certainty are well-justified. I would encourage you to read less and see if you can come up with similar formulations with less information. The goal was to be more strategic in your information gathering (like a real principal)

Step 2: Criteria

Intro Step 1 **Step 2** Step 3 Step 4 Coherence

Q1: How will the school goals and mission serve you as criteria for your decision?

A: While the school mission is to "to provide a positive and healthy learning environment in which students have the opportunity to experience personal growth and to develop academic competence," student performance is consistently lower than desired. Further faculty, students, and families express numerous concerns about the quality of the educational program at Roosevelt. Therefore, new structures and practices must be created to increase the collaboration between educators at Roosevelt as they rededicate themselves to improving student achievement.

Creation of a collaborative culture is essential in that faculty input is critical because research shows that "The more involved teachers are with choosing solutions, the more committed they will be to doing the hard work of implementation" (Boudett, City, Murnane in Data Wise)

S2Q1: School Mission	Student gives vague answer and does not reference the school's goals or mission statement	Student paraphrases (literally) or quotes the school's goals or mission statement.	Student cites and interprets use of the school's goals or mission statement. (implies how it will guide action)	Student applies the school's goals or mission statement as criteria for solution of the problem.
	<input type="radio"/> 0 points	<input type="radio"/> 1 points	<input type="radio"/> 2 points	<input checked="" type="radio"/> 3 points

Q2: What principles of professional (declarative) knowledge will serve as your criteria for making a decision? Indicate your top three:

- A:**
- learning goals in a pluralistic society
 - **the principles of developing and implementing strategic plans**
 - systems theory
 - **theories and models of organizations and the principles of organizational development**
 - operational procedures at the school and district level
 - principles and issues relating to school safety and security
 - **human resources management and development**
 - principles and issues relating to fiscal operations of school management
 - principles and issues relating to school facilities and use of space
 - legal issues impacting school operations
 - current technologies that support management functions

Q3: Dispositions are what an administrator believes in, values, and is committed to. What dispositions will serve as your criteria for making a decision? Indicate your top three:

- A:**
- information sources, data collection, and data analysis strategies
 - **effective communication**
 - effective consensus-building and negotiation skills
 - the educability of all
 - a school vision of high standards of learning
 - **continuous school improvement**
 - the inclusion of all members of the school community
 - ensuring that students have the knowledge, skills, and values needed to become successful adults
 - a willingness to continuously examine one's own assumptions, beliefs, and practices
 - doing the work required for high levels of personal and organization performance
 - making management decisions to enhance learning and teaching
 - taking risks to improve schools
 - trusting people and their judgments
 - accepting responsibility
 - high-quality standards, expectations, and performances
 - **involving stakeholders in management processes**
 - a safe environment

Q4: Select one of the dispositions from your list above and explain how it will serve you as a criterion for making a decision.

A: A continuous improvement model will move Roosevelt into a structure of Plan, Do, Study, Act. In this structure/cycle, stakeholders will set goals and increase their professional skills. They will then adjust their practice in an attempt to increase student performance. Once they have implemented changes, they will study the results of these new practices to decide their next actions (typically to adjust, abandon or adopt the new practice based on impact). Such a structure builds collaboration and reflection as professionals work together to achieve common goals.

<p>S2Q4: Selected Disposition</p>	<p>Student makes no connection between the disposition and the school in the case.</p>	<p>Student gives vague answer, loosely connecting a disposition to something about the school in the case.</p>	<p>Student cites a disposition and relates it to the student-identified main issue in the school in the case.</p>	<p>Student explains how the disposition will serve as a criterion for taking action in making a decision about the student-identified issue in the school in the case.</p>
	<p><input type="radio"/> 0 points</p>	<p><input type="radio"/> 1 points</p>	<p><input type="radio"/> 2 points</p>	<p><input checked="" type="radio"/> 3 points</p>

S2Q4:
Selected Disposition

Student makes no connection between the disposition and the school in the case.

Student gives vague answer, loosely connecting a disposition to something about the school in the case.

Student cites a disposition and relates it to the student-identified main issue in the school in the case.

Student explains how the disposition will serve as a criterion for taking action in making a decision about the student-identified issue in the school in the case.

0 points

1 points

2 points

3 points

Q5: How certain are you of your answers on this page?

- A:**
- Unsure
 - Somewhat unsure
 - Somewhat sure
 - **Sure**

Q6: Please rate your confidence in your current ability to successfully carry out this step of decision making:

- A:**
- No confidence
 - A little confidence
 - A fair amount of confidence
 - Much confidence
 - **Very much confidence**
 - Complete confidence

Instructor Comments:

Excellent ideas and they are logically consistent with the issue and goal.