

EAD 262: Educational Leadership
Competency Task 1a: School-Wide Response Plan
Written Improvement Action Growth Plan
Grading Rubric

1 – Not Competent 2- Somewhat Competent 3- Competent

Criteria	Descriptors	Competency Level 1-3
Content: Overall	Plan demonstrates ability to use data to identify a need, make data-driven decisions and plan change. Selected focus for action is clearly defined, obtainable, significant and timely.	
Content: Background Data-Driven Decision Making	A strong case is made for the selection of the strategic action. Data and other important, related information is used to assess and diagnose school needs, and may include district/ school non-negotiables (beliefs), policies, researched historical education trends, successful improvement/ reform actions, etc.	
Content: Aim, Vision, Theory of Action	Purpose of the action plan clearly targets the needs of the SED and/or EL learner population. Vision describes a future that encourages broad-based participation. Theory of action is research-based and presented as a succinct <i>If-Then</i> statement that defines the approach to be taken.	
Content: Goals and Measures	Goals are clearly linked to the aim and vision. Measures tightly align with actions/strategies. Plan includes purposeful, frequent, collection of data and other information to determine progress, inform the system and make decisions.	
Content: Action Strategies and Tasks	Action strategies are clearly defined, align with goals and describe the how of the plan. Strategies progress, logically, toward goal attainment, specific to the strategic plan, defined and achievable. Tasks include clear, discrete actions. Timelines, owner(s) and resources (people, time, money, expertise, technology, materials, facilities, technology), are strategic, realistic and appropriate.	
Content: Empowerment, Capacity Bldg, Communication	Plan includes opportunities for meaningful collaboration with stakeholders and teacher active involvement in problem solving and decision-making. Attention is given to professional development and stakeholder training to build capacity.	

Content: Systems Planning	PSDA cycle of continuous improvement is applied strategically. Evidence supports use of the 7-Criteria, and other best practice planning, problem solving and decision-making protocols.	
Structure, Grammar and Organization	Written response applies appropriate grammar, punctuation and APA guidelines, including citations, References, Appendix and data tables/charts.	

EAD 262: Educational Leadership
Competency Task 1b: Strategic Improvement Actions
Improvement Action Plan Presentation
Grading Rubric

1 – Not Competent	2- Somewhat Competent	3- Competent
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Criteria	Descriptors	Competency Level 1-3
Content: Background	A convincing argument is made supporting identified need and selection of opportunity for action. It is evident that research, data, and known best practices were used to develop the course of action. References are made to research, policies, readings and other resources.	
Content:	The what, why and how of the plan are clearly articulated, tied to PSDA cycle of improvement and include:	

<p>Action Plan Components</p>	<ul style="list-style-type: none"> • School profile and background information • Selected target for improvement or growth opportunity • Rationale for selected strategic action • Completed 7 Criteria for Effective Planning • Processes and protocols used to arrive at selected action • Research and important policies supporting decisions • Aim, Vision and Theory of Action alignment • Goals, measures and strategies alignment • Examples of and rationale for embedded protocols • Examples of resource allocations, stakeholder involvement, communication strategies, monitoring systems, training 	
<p>Content: Assessment, Findings</p>	<p>Written summary of findings demonstrate use of peer feedback and self-assessment to evaluate planning processes and written plan.</p>	
<p>Presentation Format and Design</p>	<p>Presentation clearly demonstrates thoughtful preparation. Information is succinct, strategic, and highlights major components of the plan. Information is presented in a logical, sequential order.</p> <p>Visuals explain, highlight and reinforce critical components of the strategic plan. PowerPoint slides are appealing and created with the audience in mind.</p>	
<p>*Presentation Skills</p>	<p>Presentation appeals to the audience. Spoken word, voice inflection, gestures and word choice are used intentionally and strategically to sustain interest and help the audience understand and make connections.</p>	

EAD 262: Educational Leadership
Competency Task 1c: School-Wide Response Plan
Communication Plan
Grading Rubric

1 – Not Competent 2- Somewhat Competent 3- Competent

Criteria	Descriptors	Competency Level 1-3
Content: Collaboration and Action Planning Process	Written communication plan based on district and state policies, including LCAP. Parent demographics describe and provide context for communication decisions.	
Content: Written Plan	Communications methods vary to inform and gather feedback about the improvement growth plan. Detailed explanation is given to justify purpose of communications and selection of communication methods. Clear links are drawn between communication methods, research and known best practices.	
Content: Leadership Skills and Knowledge	Content and messaging of communication demonstrate knowledge and skills to methods	
Structure, Grammar and Organization	Writing applies appropriate grammar, punctuation and APA guidelines. Appendix and e-Portfolio include important artifacts and resources.	

Competency Task 2 (Field Experience): Facilitating Team-Building and Decision Making (CAPEs 1A; 1B; 1C; 3A; 3B; 3C; 4A; 4B)

Grading Rubric

1 – Not Competent 2- Somewhat Competent 3- Competent

Criteria	Descriptors	Competency Level 1-3
Content Background and Purpose	Purpose of the experience clear and includes a discussion of the importance problem solving and shared decision-making play in building cohesion, motivating for change and achieving results. Frequent references made to research and identified best practices.	
Content: Facilitation Preparation (Field Experience)	Description of and rational for selection of the stakeholder group is clearly established. Explanation is given for planning decisions and materials used to build background and create context. Best practices and research are cited to support decisions. Detailed explanation given for selection of two (2) or more protocols and processes to problem solve, build consensus and/or make decisions.	
Content: Facilitation Analysis of Process (Field Experience)	Rich reflection and detailed analysis of completed facilitation experience includes discussion of outcomes and effectiveness of each applied protocol, individually. Opportunities for growth reflect deep understanding of the role careful planning and strategic selection and use of protocols play in facilitation effectiveness and success of collaborative problem solving, consensus building and decision-making. A rich variety of thoughtfully-selected evidence is analyzed, including, for example, participant feedback, self-assessment, multi-media artifacts, behavior examples and quotes.	
Content: Leadership Knowledge and Skills	Reflection includes discussion on overall level of competency in facilitation, leadership and management best practices. Next step actions (2-3) are relevant, realistic, and measurable and designed to build leadership capacity in meeting management.	
Structure, Grammar and Organization	Writing applies appropriate grammar, punctuation and APA guidelines. Appendix and e-Portfolio include important artifacts and resources.	