Professional Education Program

Business Leader Assessment

Brief Description

In order to develop the skills necessary to carry out the comprehensive and systematic work of a School District Business Leader (SDBL) candidates must be involved in authentic comprehensive action projects during their internship that take into account the unique needs identified in the ISLLC leadership standards, and the diverse educational settings within which the projects are occurring. School districts often have a variety of improvement projects that must involve the expertise of the School District Business Leader. SDBL interns are often viewed as potential resources for such preset projects. Aligning these comprehensive projects to specific standards also improves the likelihood that candidates would be developing competency in specific performance outcomes. More importantly, if the project is constructed properly, not only does the intern benefit greatly from the experience, but the sponsoring school district is ultimately better able to deliver services to its students, creating a win-win situation.

One of these authentic projects requires candidates to identify an area within the school or district that requires improvement and design a needed improvement plan through comprehensive long-range planning. With the help of administrators, each SDBL intern uses multiple data sources to determine existing conditions and identify an authentic problem. Each intern is expected to recognize the key obstacles for realizing the educational change being proposed and develop strategies for overcoming them. The project concludes with each intern developing the procedures for promoting collaborative decision making during the change process, and developing a systematic plan for involving parents and members of the community.

2. Alignment to Standards

The Business Leader Assessment is used by the SBU intern supervisor at the end of the internship to evaluate the work of the intern within the improvement plan project. It assesses the professional and pedagogical knowledge and skills necessary to work effectively with students, families, colleagues, and other community stakeholders (community relations) and the ability to support student learning and development.

- 1B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.
- 1C. Create and implement plans to achieve goals.
- 3A. Monitor and evaluate the management and operational systems.
- 4C. Build and sustain positive relationships with families and caregivers.

**DIRECTIONS TO THE STUDENTS FOR THE SCHOOL IMPROVEMENT PLAN:**

This project is intended to help you design, organize, monitor and evaluate an improvement plan for an area of weakness identified by real data. The successful completion of this project demonstrates that you can carry out the comprehensive and systematic work of a School District Business Leader. **It is mandatory that you consult with an administrator in your school district during the design phase of this project.** With the help of this administrator, design the project so that it benefits both your professional development and the district you are serving. The final improvement plan must follow the guidelines below.

1. Using multiple data sources show the existence of an authentic educational problem that requires improvement and using the data and available research develop a comprehensive plan that will focus on supporting student learning.
2. Identify the key obstacles that could hinder the realization of the improvement plan that you have proposed and design strategies that will lead to more effective programming.
3. Design a comprehensive plan for involving parents and members of the community in the implementation of the improvement plan.

**Scoring Guide**

The evaluator (university intern supervisor) uses a 4-point rubric for each of the ISLLC leadership standards listed in this assessment tool. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. Evaluators use the ELCC sub-elements listed in the boxes for assistance during the evaluation process.

**Scoring Guide:**

<table>
<thead>
<tr>
<th>Standard Function</th>
<th>Unacceptable - 1</th>
<th>Acceptable - 2</th>
<th>Meets Standard - 3</th>
<th>Distinguished - 4</th>
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<tbody>
<tr>
<td>1B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.</td>
<td>Candidate does not demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision.</td>
<td>Candidate demonstrates the ability to use data-based research strategies and strategic planning processes that focus on student learning</td>
<td>Candidate can demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information</td>
<td>Candidate demonstrates a comprehensive use of data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information</td>
</tr>
<tr>
<td>Standard Function</td>
<td>Unacceptable - 1</td>
<td>Acceptable - 2</td>
<td>Meets Standard - 3</td>
<td>Distinguished - 4</td>
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<td>1C. Create and implement plans to achieve goals.</td>
<td>Candidate cannot design research-based plans and/or processes to effectively implement a district vision throughout an entire school district and community.</td>
<td>Candidate can partially design research-based plans and/or processes to effectively implement a district vision throughout an entire school district and community.</td>
<td>Candidate can design research-based processes to effectively implement a district vision throughout an entire school district and community.</td>
<td>Candidate can design many research-based plans and/or processes to effectively implement a district vision throughout an entire school district and community.</td>
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<tr>
<td>3A. Monitor and evaluate the management and operational systems.</td>
<td>Candidate does not demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.</td>
<td>Candidate partially demonstrates the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.</td>
<td>Candidate can demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.</td>
<td>Candidate demonstrates a strong ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.</td>
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<tr>
<td>4C. Build and sustain positive relationships with families and caregivers.</td>
<td>Candidate cannot develop and implement strategies that support the involvement of families in the education of their children that reinforces district staff a belief that families have the best interests of their children in mind.</td>
<td>Candidate can partially develop and implement strategies that support the involvement of families in the education of their children that reinforces district staff a belief that families have the best interests of their children in mind.</td>
<td>Candidate can develop and implement strategies that support the involvement of families in the education of their children that reinforces district staff a belief that families have the best interests of their children in mind.</td>
<td>Candidate can effectively develop and implement many strategies that support the involvement of families in the education of their children that reinforces district staff a belief that families have the best interests of their children in mind.</td>
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