**Assessment 6: Advocacy Project**

**Part 1**

**a. Assessment**

All candidates complete the Advocacy Project once at the end of EDFN 520: Leadership for Social Justice. Leadership for Social Justice is typically taken in the first year of each candidate’s program. TCNJ faculty created the Advocacy Project to allow candidates to plan and implement a project where they advocate for action to address a problem related to equity or social justice. During this assessment, candidates identify an important issue in the school community, present data that reflects the extent the school has a culture that supports the learning and wellbeing of each child, consult and collaborate with parents and members of the school community, and communicate with key stakeholders to secure support and resources for the school. The results of the assessment are shared with candidates using Canvas, TCNJ’s electronic learning management system.

The rubric derives its validity from alignment to the NELP standards and agreement by a panel of five experts in the field of educational leadership.

**b. Alignment to Standards**

NELP standards 1.1, 3.1, 5.1, 5.2, 5.3

CAEP Standards for Advanced Programs: A.1.1.a, A.1.1.c; A.1.1.d; A.1.1.f

This assessment will first be used in Spring 2020.

**c. Analysis of Data Findings**

No data is available for this assessment.

**d. Interpretation of Evidence for Meeting Standards**

No data is available for this assessment.

**Part 2**

**e. Assessment Tool**

The College of New Jersey

Department of Educational Administration and Secondary Education

**Advocacy Project**

**Assignment:** Plan and implement a project where you advocate for action to address a problem related to equity or social justice.

**The Purpose of the Assignment**: The purpose of this assignment is for you to engage families, community members, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of the school and community. (NELP Standard 5: Community and External Leadership).

**Directions:** You will **develop** and **implement** a social justice project to advance professional dialogue, extend understanding on a significant equity-related issue, or facilitate students’ access to educational opportunities and/or resources.

You will be assessed in five areas.

1. Introduction: Summarize a problem of practice and its relevant contextual factors. Relate the problem to the vision or mission of the school or district. Include in this discussion a minimum of three tenets related to equity or social justice. (NELP Standard 1.1; CAEP A.1.1.f)
2. Rationale: Present data collected from at least one source and explain how the data reflects the extent the school has a supportive and inclusive school culture that fosters the learning and wellbeing of each student. The data should provide a justification as to why the proposed issue/topic is the focus of the project. (NELP Standard 3.1; CAEP A.1.1.a)
3. Plan: Outline a plan to better understand or address the topic/issue. Adopt a step-by-step approach that clarifies exactly how the intended idea is to be implemented.
	1. Include a means for collaboratively engaging with families to determine their needs or solicit their involvement in formulating a solution. (NELP Standard 5.1, CAEP A.1.1.d)
	2. Include a means for collaboratively engaging members of the community determine their needs or solicit their involvement in formulating a solution. (NELP Standard 5.2; CAEP A.1.1.d)
	3. Equitable outcomes: Describe how you will determine whether your plan moves the school closer to equitable achievement for all students.
	4. Explain how you will or did communicate with key stakeholders to obtain support for your solution or to secure additional resources within the school. (NELP 5.3; CAEP A.1.1.c)
4. Summary: Review the problem and recap the solution. Re-emphasize the projected results and how to communicate them to school, family, and community stakeholders.

**Assignment Format**:

The assignment includes narrative text and about 6 to 8 pages in length. Please use a 12-point font and APA style citations to support your work. Divide the content into digestible parts, such as bulleted lists or individual paragraphs with their own bold headings.

Visual displays (charts, diagrams, tables, pictures) should supplementthe introduction, rationale, or methodology. Visual displays may be integrated into the text or included in an appendix to help the audience better understand the problem or solution.

**f. Scoring Rubric**

### **Advocacy Project Grading Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| Components | Unacceptable | Acceptable | Target |
| Mission and visionNELP 1.1 | The project is insufficiently focused on a problem of practice, connected to the school/district mission or vision, or and related to equity or social justice. | Summarizes a problem of practice associated with equity and social justice and explains how it relates to the school or district mission/vision. | Summarizes a problem of practice associated with equity and social justice and explains how it relates to the school or district mission/vision.Provides supporting evidence that the problem of practice is associated with an authentic school setting. |
| Using data for inclusive school cultureNELP 3.1 | Little or no data illustrates the extent the school has a supportive and inclusive school culture that fosters the learning and wellbeing of each student..  | Presents data from one data source to justify the focus of the project and to illustrate the extent the school has a supportive and inclusive school culture that fosters the learning and wellbeing of each student.  | Presents data collected from multiple authentic sources to justify the focus of the project and to illustrate the extent the school has a supportive and inclusive school culture that fosters the learning and wellbeing of each student. |
| Collaboratively engaging familiesNELP 5.1 | Lacks a means for collaboratively engaging with community members on topics related to student learning. | Describes a means for collaboratively engaging families to identify ways to strengthen student learning. | Describes a specific and practical means for collaboratively engaging families to identify ways to strengthen student learning.Provides supporting evidence that the candidate has carried out the plan in a school setting. |
| Cultivating relationships with community membersNELP 5.2 | Little or no evidence is provided of any attempts to cultivate relationships with community members | Describes a means for collaboratively engaging members of the community to strengthen student learning. | Describes a means for collaboratively engaging members of the community to strengthen student learning.Provides supporting evidence that the candidate has carried out the plan in a school setting. |
| Communication and advocacyNELP 5.3 | Plan is missing or fails to include an equity-focused objective and/or advocacy for the needs of the school and community. | Includes specific steps to communicate with key stakeholders to advocate for the needs of students or to secure additional resources within the school. | Includes specific steps to communicate with key stakeholders to advocate for the needs of students or to secure additional resources within the school.Provides supporting evidence indicating that the plan has been implemented. |

**g. Data Tables**

No data is available for this assessment.