**Assessment 7: Data Room Project**

**Part 1**

**a. Assessment**

The Data Room Project takes place in EDAD 617: Advanced Leadership and Supervision. Candidates take EDAD 617 in the second year of their programs and the project is conducted throughout the semester with a final presentation at the end of the course. TCNJ faculty developed this assignment to allow candidates to demonstrate how using data in instructional decisions can lead to improved student performance. For this assignment, candidates are provided access to comprehensive data from a local school on students’ attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. Candidates work both collectively and in small groups to analyze the data, construct data displays, and perform an analysis to generate recommendations. At the culmination of the project, candidates present their findings and submit a written report to the administrators and teachers from the respective school. Assessment results are shared with candidate via Canvas, TCNJ’s electronic learning management system.

**b. Alignment to Standards**

The Data Room Project addresses the following standards:

ELCC Standards: 1.2, 1.3, 1.4, 5.1, 5.2

CAEP Standards for Advanced programs: A.1.1.a; A.1.1.c; A.1.1.e, A.1.1.f

The Data Room Project was replaced with the NELP-aligned Advocacy Project in Spring 2019 (Part 3).

**c. Analysis of Data Findings**

Most candidates performed at the target level on this assessment, with no candidates demonstrating unacceptable performance at any data point. Candidate target performance on the specific standards ranged from 67% to 78% at the most recent wave of data collection. The data suggest TCNJ’s educational leadership candidates are adept at analyzing school data to generate actionable recommendations.

**d. Interpretation of Evidence for Meeting Standards [specific number, title, and/or wording]**

Standards 1.2 and 5.2 showed consistently strong performance across years, indicating candidates were able to display data and reflect on the experience. Candidates showed the most growth on standards 1.4 and 5.1, which suggests candidates’ ability to present data and demonstrate accountability for each student’s learning improved steadily across data points. Candidates appeared to experience the greatest difficulty with the three-year action plan (standard 1.3), though candidate performance on this task was stronger in 2018.

**Part 2**

**e. Assessment Tool**

**Intent of the Assignment**

The intent of this assignment is to have the candidate experience in a very real way what it is like to use actual school community context and performance data to drive a school-based conversation about school improvement. The project provides an opportunity for candidates to explore the experience of leadership while at the same time seeking to support the development of staff, students, and community.

Please understand that the clock is a constant enemy in this assignment. You will undoubtedly find yourself struggling with the dilemma that confronts every conscientious manager, namely, how to achieve some reasonably high level of performance within severe time constraints. To successfully complete this project, you must learn to work efficiently.

**Learning Objectives**:

By participating in this project, you will acquire knowledge and insight into how:

1. To use data to promote a system of accountability for the success of each student.
2. To implement major changes within a school setting
3. To develop a school culture that is conducive to personal and professional growth.
4. To design a school improvement plan that addresses a data-informed area of need.
5. To effectively present the plan to an audience.

**Essential (Guiding) Questions**

1. What information from the data bank can you display to support an agenda to improve student performance?
2. What facets of the culture at Unison are likely to promote or impede change?
3. What are the potential leverage points for promoting change in this school’s culture?
4. How do the motivation, commitment, and learning needs of adults at different ages and career stages influence the promotion of individual and school-wide change?
5. What features of the school might shape the principal’s introduction of change?
6. What role(s) should be considered for other stakeholders as the principal develops a strategy for change?

**Required Elements**

Graphic display of data

Three-year action plan

10-minute presentation

A reflective essay addressing the guiding questions

**f. Scoring Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Area** | **Unacceptable (1)** | **Acceptable (3)** | **Target (4)** |
| **Graphic Display of Data**ELCC 1.2CAEP A.1.1.a | Insufficient data are collected and/or analyzed. to support action plan | The graphic display includes most but not all appropriate data and/or analysis. Interpretation of data is accurate but uneven. | The graphic display clearly includes all pertinent data. Analysis is comprehensive and in-depth. Interpretation is thorough and accurate. |
| **Three-Year Action Plan**ELCC 1.3CAEP A.1.1.c | The plan of action is not developed and/or is insufficient to improve area identified in data analysis. | Plan of action may be less specific but addresses most areas identified in data analysis. | Plan of action clearly relates to areas identified in data analysis for target group with specific activities outlined to improve areas as needed. |
| **Slide Presentation**ELCC 1.4CAEP A.1.1.e | No data is presented or observations are vague and general | Most data, evaluation, and findings are presented in a clear manner | Substantial data are clearly presented for each year of the action plan. Evaluation and findings are specific and detailed. |
| **Integrity and fairness** ELCC 5.1CAEP A.1.1.f | Accountability for all students is missing. | Project implicitly promotes accountability for each student’s academic and social success. | Project explicitly addresses issues of integrity and fairness in ensuring a system of accountability for each student’s academic and social success. |
| **Reflective Essay**ELCC 5.2 | The reflective essay is not developed and/or is not responsive to the guiding questions. | The reflective essay addresses most of the leadership concepts alluded to in the guiding questions and is adequate but less specific. | In a specific manner, the reflective essay addresses all of the leadership concepts alluded to in the guiding questions.  |

**g. Data Tables**

Inter-Rater Reliability- NA, only one assessor contributed data

**Spring 2015**

Master’s *n* = 12 Post Masters *n* =3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Unacceptable (1) | Acceptable (2) | Target (3) |  |
| Standard | Master’s | Post Mast. | Master’s | Post Mast. | Master’s | Post Mast. | % Target |
| 1.2 | 0 | 0 | 10 | 0 | 2 | 3 | 67 |
| 1.3 | 0 | 0 | 9 | 0 | 3 | 3 | 40 |
| 1.4 | 0 | 0 | 6 | 0 | 5 | 3 | 53 |
| 5.2 | 0 | 0 | 8 | 1 | 3 | 2 | 67 |
| 5.1 | 0 | 0 | 5 | 1 | 6 | 2 | 53 |

**Spring 2017**

Master’s *n* = 10 Post Masters *n* = 4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Unacceptable (1) | Acceptable (2) | Target (3) |  |
| Standard | Master’s | Post Mast. | Master’s | Post Mast. | Master’s | Post Mast. | % Target |
| 1.2 | 0 | 0 | 4 | 1 | 6 | 3 | 64 |
| 1.3 | 0 | 0 | 4 | 1 | 6 | 3 | 64 |
| 1.4 | 0 | 0 | 2 | 1 | 8 | 3 | 79 |
| 5.2 | 0 | 0 | 1 | 2 | 9 | 2 | 79 |
| 5.1 | 0 | 0 | 2 | 3 | 8 | 1 | 64 |

**Spring 2018**

Master’s *n* = 12 Post Masters *n* = 6

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Unacceptable (1) | Acceptable (2) | Target (3) |  |
| Standard | Master’s | Post Mast. | Master’s | Post Mast. | Master’s | Post Mast. | % Target |
| 1.2 | 0 | 0 | 3 | 2 | 9 | 4 | 72 |
| 1.3 | 0 | 0 | 3 | 1 | 9 | 5 | 78 |
| 1.4 | 0 | 0 | 2 | 2 | 10 | 4 | 78 |
| 5.2 | 0 | 0 | 3 | 3 | 9 | 3 | 67 |
| 5.1 | 0 | 0 | 1 | 3 | 11 | 3 | 78 |

**Part 3**

**Revised NELP-Aligned Assessment**

**Advocacy Project**

**Assignment:** Individually plan and implement a Professional Advocacy and Leadership Project.

**The Purpose of the Assignment**: The goal of this assignment is to demonstrate the capacity to promote the current and future success and wellbeing of students and adults by applying the skills necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community (NELP Standard 5: Community and External Leadership).

**Requirements:** More specifically, each candidate is expected to select and fully develop a social justice project that will directly result in advancement of the professional dialogue; extension of the understanding of a significant issue; or enhancement of access to professional knowledge and/or resources. The Advocacy Project should include the following:

1. Title that mentions or alludes to the topic/issue
2. Introduction that summarizes the present order of things and why topic/issue exists. Reference the issue/topic as related to the vision or mission of the unit. Include in this discussion a minimum of three tenets related to equity or social justice. (NELP Standard 1.1)
3. Rationale - Use the Impact Report from EDAD525 to establish a rationale to examine an approved topic/issue. If the Impact Report is not available or if the decision is made to explore a different topic, it is imperative to begin the Advocacy Project with a justification as to why the proposed issue/topic is the focus of the project. (NELP Standard 3.1)
4. Discussion of the methodology, strategy, or process employed to address the topic/issue. Adopt a step-by-step approach that clarifies exactly how the intended idea is to be implemented and how you will engage families and community members. Divide content into digestible parts, such as bulleted lists or individual paragraphs with their own bold headings. (NELP Standards 5.1 and 5.2)
5. Summary Include a review of the problem at hand. Briefly recap the solution. Re-emphasize the projected results and how you would communicate those results to school, family, and community stakeholders. (NELP Standard 5.3)

**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. Visual aids (charts, diagrams, tables, pictures) should supplement, **either** the Introduction, Rationale, or Methodology. Visual aids may be integrated into the text or used as an Appendix to help the audience read and better understand the problem or solution.

### **Grading Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Components** | **Unacceptable (1)** | **Acceptable (3)** |  **Target (4)** |
| **Mission and vision**NELP 1.1CAEP A.1.1.f | Little or no evidence is provided or is insufficiently connected to the mission  | Provides supporting evidence of the unit’s mission and/or vision | Revised school mission reflects a set of priorities that include equity, diversity, and community. |
| **Using data for inclusive school culture**NELP 3.1CAEP A.1.1.a | Little or no data informs the development of a rationale as related to an inclusive school culture. | Analysis is based on one data source related to the extent the school has a supportive and inclusive school culture.  | Organizes data collected from multiple sources to reflect the extent the school has a supportive and inclusive school culture.  |
| **Collaboratively engaging families**NELP 5.1CAEP A.1.1.d | Evidence is either insufficient or lacking of any engagement with the community members | Collaboratively engages with members of the community to improve the school or develop students | Collaboratively engages with diverse families and provides supporting evidence to identify ways to strengthen student learning.  |
| **Cultivating relationships with community members**NELP 5.2CAEP A.1.1.d | Little or no evidence is provided of any attempts to cultivate relationships with community members | Cultivates relationships with members of the community to improve the school or develop students. | Cultivates relationships with members of the community and provides supporting evidence to improve the school or develop students. |
| **Communication and advocacy**NELP 5.3CAEP A.1.1.c | Evidence is either insufficient or lacking plans to address group-based disparities. | Communicates at least one objective to minimize a race, class, language, cultural, disability, gender, or other group-based disparity. | Communicates a specific and measurable plan to advocate for the needs of the school and community. |

**Rubric Validity**

Lawshe’s Content Validity Ratio (5 panelists)

Mission and Vision 0.6

Using Data 1.0

Collaboratively engaging families 1.0

Cultivating relationships 0.6

Communication and advocacy 0.6