

Competency Assessment
UCAPP 3.0



Organizational Leadership

Task: Organizational Improvement Diagnosis

Effective leaders develop a vision of high-quality student academic performance and a strategic plan for improving student learning by maintaining focus on the three elements of the instructional core: the teacher, the student, and the content. In this task you will analyze multiple sources of relevant school-level student achievement performance, school context, and school culture data/evidence to identify (1) a priority academic area where learning gaps exist across either race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income, and (2) an underperforming student group to target. You will solicit additional information from students, teachers, staff, families, and other constituencies in order to acquire evidence-based knowledge and understanding about factors contributing to the achievement and/or opportunity gaps that have resulted in the low performance of students in the priority academic area. Consider the following:

- The ways that academic performance and school experiences may differ among students within and across grade levels.
- The impact of the school's context and culture on the learning environment.
- Existing school practices and programs for improving the academic performance of all students and evidence of integrity in their implementation and effectiveness.

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NELP Standards Assessed:

1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive assessments that support instructional improvement and student learning and well-being.

4.4 Program completers understand and demonstrate capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, and assessment practices in a coherent, equitable, and systematic manner.

5.1 Program completers understand and demonstrate the capacity to understand and collaboratively engage diverse families in strengthening student learning in and out of school.

6.2 Program completers understand and demonstrate the capacity to evaluate, develop and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

8.1 Candidates are provided a variety of coherent, authentic field and/or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-level program standards 1–7.

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Cycle Step	What You Need to Do	Evidence to Submit
1: Investigate	<ul style="list-style-type: none"> ● Review school vision, mission, and/or improvement plan around curriculum, instruction, and assessment priorities. ● Access, collect, and analyze three to five years of quantitative student academic performance data, qualitative data on school culture and student learning, and overall school context information. ● Collect additional quantitative and qualitative information about the student group’s performance in the priority academic area that clarifies factors contributing to the performance gap, including findings from observations and staff and student interviews, focus groups, and/or surveys pertaining to student and teacher cultures and to the school culture overall (via family surveys or focus groups or one-on-one conversations). ● Document existing school programs, services, and practices that are relevant to the student group’s academic performance in the priority area and identify the gaps in effectiveness and opportunities designed to drive improvement. 	<p>Artifact: Improvement Proposal (Up to three single-spaced pages)</p> <p>Write a proposal to the superintendent/assistant superintendent with the necessary information needed to promote change, provide:</p> <ul style="list-style-type: none"> ● Identification of the priority academic area(s) and priority student group(s); describe your data collection and analysis process. ● An identification (by role) of which individuals from the leadership team, staff, and other constituencies provided input during the planning process. ● A description of how their feedback was collected.
2: Plan	<ul style="list-style-type: none"> ● Based on the information collected and analyzed, identify the root cause(s) of a priority academic area that would help reduce an identified achievement gap, with attention to gaps that exist for students across either race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income. ● Address the elements of the instructional core that will be supported through this plan 	<ul style="list-style-type: none"> ● A summary of the nature of their feedback supported by quantitative or qualitative data. ● A summary of how your plan is grounded in/works to promote equity (i.e., access, process, and/or outcomes) and support of the three elements of the instructional core.
3: Act	<ul style="list-style-type: none"> ● Develop a vision, a set of action strategies, and a proposed detailed plan with students, teachers, staff, families, and/or other constituencies to improve the student group’s learning in the priority academic area, based on the data and input you collected and analyzed. 	<ul style="list-style-type: none"> ● Your takeaways and recommendations for next steps to achieve the articulated goals.

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<p>4: Assess</p>	<ul style="list-style-type: none"> ● Solicit feedback about the need for addressing the student group’s academic performance in the proposed priority area and the relevance and feasibility of the proposed plan from school leaders and key constituency groups in the school and its community. ● Solicit input from school leaders, teachers, and other relevant constituencies throughout the inquiry and planning process about the student learning needs, priorities, gaps, and opportunities for improvement. Also solicit proposed improvement strategies. ● Evaluate the feedback and make appropriate revisions to the plan to reflect the feedback 	<p>Artifact: Communication Piece</p> <p>Create a communication to be shared with teachers and/or families about the findings of your organizational diagnosis. As appropriate, the communication should include:</p> <ul style="list-style-type: none"> ● Relevant data used to identify the priority academic area. ● Relevant data used to identify the achievement gap across either race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income. ● Relevant information about planned action or next steps <p>Leadership Reflection: (Up to one single-spaced page)</p> <p>What are the leadership implications (for you) from conducting this task? How has this work confirmed your ToA/LDP and/or impacted revisions/edits?</p>
<p>5: Reflect</p>	<ul style="list-style-type: none"> ● How did this experience advance your knowledge, skill, or ability for school leadership? ● How was your leadership thinking affirmed, broadened, challenged, or changed as a result of this experience? ● What priorities for your own growth do you have as a result of this experience? 	