

## UCAPP 3.0 OL Rubric 2021-2023 / CAEP & NELP Alignment

### Name: Organizational Improvement Diagnosis

	<b>Emergent</b> 14 (14.00%)	<b>Developing</b> 16 (16.00%)	<b>Meets Expectations</b> 18 (18.00%)	<b>Advanced</b> 20 (20.00%)
<p><b>Leadership to Support Teaching &amp; Learning (20%)</b></p> <p><b>CAEP</b> RA 1.1 - Content &amp; Pedagogical Knowledge · data analysis for supportive environment</p> <p><b>NELP</b> 1.2, 3.1, 3.3, 4.4</p>	<ul style="list-style-type: none"> <li>Minimal connection to improving teaching practices or student learning outcomes;</li> <li>Could have been completed without accessing school data or collecting relevant evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Weak justification for identified priority academic area and underperforming student group;</li> <li>Limited use of data sources and/or data analysis;</li> <li>Narrow focus on the Instructional Core;</li> <li>Insufficient use of formal and informal assessments in researching instructional improvement needs;</li> <li>Modest alignment to school priorities;</li> <li>Disconnected from existing teaching and learning initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>Creates improvement process that includes data use, design, implementation, and evaluation;</li> <li>Identifies coherent and equitable justification for the identified priority academic area(s) and student group(s) through analyzing data to implement effective T/L initiatives to positively impact student learning;</li> <li>Addresses the Instructional Core in the improvement proposal;</li> <li>Demonstrates capacity to gather and use formal and informal culturally responsive assessments to determine instructional needs;</li> <li>Recommendations align to school vision, mission, priorities;</li> <li>Defines information about planned action and attainable goals.</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes and analyzes multiple forms/sources of qualitative and quantitative data to address an academic area and student group needing improvement;</li> <li>Clearly advocates for high-quality, equitable, inclusive, and culturally responsive instruction to support practices among teachers in the improvement proposal;</li> <li>Solidly addresses recommendations to the three elements of the Instructional Core for improvement;</li> <li>Understands, evaluates, and uses formal and informal culturally responsive assessment data to determine instructional improvement needs;</li> <li>Strategically builds on identified CIA strengths and align to school and district vision, mission supporting CIA priorities;</li> <li>Outlines success target(s) and/or monitoring structure toward desired goals.</li> </ul>

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<p><b>Leadership to Support School Culture &amp; Capacity (20%)</b></p> <p><b>CAEP</b> RA 1.1 - Content &amp; Pedagogical Knowledge · leads collaborative activities</p> <p><b>NELP</b> 5.1, 6.2</p>	<ul style="list-style-type: none"> <li>Minimal connection to school culture or capacity.</li> </ul>	<ul style="list-style-type: none"> <li>Limited involvement of stakeholders and families in the data collection / analysis and decision-making processes;</li> <li>Narrow explanation of why an engaged school community is needed to address achievement and/or opportunity gaps;</li> <li>Little evidence of shared leadership.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboratively includes stakeholders, including families as partners during the planning process and in the data collection / analysis, and decision-making processes to determine factors contributing to achievement and/or opportunity gaps;</li> <li>Explains the need to cultivate and advocate for a supportive and inclusive school culture in addressing achievement and/or opportunity gaps;</li> <li>Promotes shared leadership in creating a proposal to address needed improvement changes.</li> </ul>	<ul style="list-style-type: none"> <li>Actively engages all stakeholders in soliciting information to acquire evidence-based knowledge and understanding about factors contributing to achievement and/or opportunity gaps to drive improvement/change recommendations;</li> <li>Demonstrates the skill(s) to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture in addressing achievement and/or opportunity gaps;</li> <li>Implements the practice of shared and distributive leadership in achieving desired results.</li> </ul>

<b>Equity (20%)</b>	<b>Emergent</b> 14 (14.00%)	<b>Developing</b> 16 (16.00%)	<b>Meets Expectations</b> 18 (18.00%)	<b>Advanced</b> 20 (20.00%)
<p><b>CAEP</b> RA 1.1 - Content &amp; Pedagogical Knowledge · application of dispositions /ethics</p> <p><b>NELP</b> 4.3</p>	<ul style="list-style-type: none"> <li>Minimal efforts moving equitable teaching, learning, assessment, culture and/or capacity opportunities forward.</li> </ul>	<ul style="list-style-type: none"> <li>Limited application of equity toward targeted academic area and underperforming student group;</li> <li>Casual consideration to distribute equitable resources.</li> </ul>	<ul style="list-style-type: none"> <li>Summarizes how the proposal of addressing a priority academic area and underperforming student group will promote equity (i.e., access, process, and/or outcomes);</li> <li>Consideration of equitable (just and fair) distribution of resources to target student needs and guarantee all students have equal access to high-quality education.</li> </ul>	<ul style="list-style-type: none"> <li>Creates detailed proposal to strategically focus on a priority academic area and underperforming student group that is grounded in/works to promote equity (i.e., access, process, and/or outcomes);</li> <li>Advocates for differentiated action(s) to realize achievement, participation, service, and/or support and resources that targets individual student needs and guarantee all students have equal access to high-quality education.</li> </ul>

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	<b>Emergent</b> 10.5 (10.50%)	<b>Developing</b> 12 (12.00%)	<b>Meets Expectations</b> 13.5 (13.50%)	<b>Advanced</b> 15 (15.00%)
<p><b>Inquiry Cycle (15%)</b></p> <p><u>CAEP</u> RA 1.1 - Content &amp; Pedagogical Knowledge · leads collaborative activities</p> <p><u>NELP</u> 4.2</p>	<ul style="list-style-type: none"> <li>• Omission of essential steps</li> <li>• Followed guidance without thoughtful implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Undetermined root cause analysis</li> <li>• Narrow description of process and judgment for identifying: 1) priority academic area and 2) underperforming student group</li> <li>• Limited collaboration in the data collection &amp; analysis process</li> <li>• Vague strategy or incoherent implementation plan, impacting completion of the task and/or next steps necessary to address the priority academic area(s) and student groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Implements steps of the inquiry cycle to understand school strengths and areas of needed improvement with identification of the root cause;</li> <li>• Provides a clear description of process and judgment for identifying: 1) priority academic area and 2) underperforming student group</li> <li>• Outlines a data-informed and equitable resourcing plan that supports student learning and school improvement;</li> <li>• Identifies processes used to collect input and feedback from stakeholders, along with clear identification of the roles of the collaborative stakeholders involved in the planning process;</li> <li>• Explanation of takeaways and recommendations for next steps to achieve articulated goals are clearly outlined and support the priority academic area(s) and student groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the inquiry process to develop knowledge, skill, and judgment useful beyond this task;</li> <li>• Engages leadership team, staff, and other constituents to understand the priority achievement / opportunity gaps and build consensus for improvement opportunities;</li> <li>• Strategically engages all participants in data-inquiry to determine the root cause and decision-making to address needed improvements in teaching and learning;</li> <li>• Successfully engaged teachers, staff, families, (students, as appropriate), and other constituents in understanding factors contributing to the achievement and/or opportunity gaps that have resulted in low performance of students;</li> <li>• Clearly articulates solid next steps to achieve articulated goals are clearly outlined and support the priority academic area(s) and student groups.</li> </ul>

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<b>Personal Leadership (15%)</b>	<ul style="list-style-type: none"> <li>Minimal self-awareness of leadership skills and dispositions needed to successfully complete this task.</li> </ul>	<ul style="list-style-type: none"> <li>Limited intentionality expressing application of knowledge &amp; skills;</li> <li>No apparent connection to apply/test ToA or focus on LDP goal(s).</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates espoused theory of action (ToA), identifying revisions/edits from learning;</li> <li>Uses the task to focus on LDP goals;</li> <li>Reflection supports leadership learning.</li> </ul>	<ul style="list-style-type: none"> <li>Articulates verification and/or adjustment to ToA and/or progress on LDP goal(s) based on implementation and leadership learning;</li> <li>Reflection provides in-depth examples and application of leadership learning.</li> </ul>

	<b>Emergent</b> 7 (7.00%)	<b>Developing</b> 8 (8.00%)	<b>Meets Expectations</b> 9 (9.00%)	<b>Advanced</b> 10 (10.00%)
<b>Language Mechanics &amp; Expression (10%)</b>	<ul style="list-style-type: none"> <li>Organization or expression is unclear and does not meet standard expected of a school or district leader.</li> </ul>	<ul style="list-style-type: none"> <li>Organization or expression limits the readability or clarity of the ideas related to the improvement cycle and does not meet standard expected of a school or district leader.</li> </ul>	<ul style="list-style-type: none"> <li>Organization and expression effectively communicates a plan of improvement that meets standard for a school or district-level leader.</li> </ul>	<ul style="list-style-type: none"> <li>Organization and expression persuasively articulates a plan related to the improvement cycle and exceeds the standard for a school or district leader.</li> </ul>