

UCAPP 3.0 School Improvement Task (Change Project) Rubric 2020-2022 / CAEP & NELP Alignment

Name: School Improvement Task - Spring Year 2

	Emergent 14 (14.00%)	Developing 16 (16.00%)	Meets Expectations 18 (18.00%)	Advanced 20 (20.00%)
<p>Leadership to Support Teaching & Learning (20%)</p> <p><u>CAEP</u> RA 1.1 - Content & Pedagogical Knowledge · data analysis for supportive environment</p> <p><u>NELP</u> 1.2, 6.2, 7.2</p>	<ul style="list-style-type: none"> Minimal connection to improving teaching practices or student learning outcomes; Could have been completed without accessing school data or collecting relevant evidence, or ever visiting the school. 	<ul style="list-style-type: none"> Vague connection between the issue/problem and the instructional core; Limited data sources used in identifying problem of practice (PoP); Weak, less articulated plan to address school-level improvement need and use of resources; Insufficient connection to school initiatives in place to address teaching and learning needs; Unclear/disjointed plan to address and make a difference for student learning. 	<ul style="list-style-type: none"> Clear connection between issue addressed by improvement initiative and how it matters to each element of the instructional core; Reliable data and evidence used in identifying the problem of practice that is the focus of improvement and need for change; Organized improvement plan outlined, based on effective collection, access, and analyzing of data and evidence so that resources are equitably used to address school, teacher, and student needs; Action steps align to current or planned curriculum, instruction, and/or improving student support initiatives. 	<ul style="list-style-type: none"> Solidly addresses the instructional core and recommendations are clear around school-level improvements to the three elements: teacher / student / content; Utilizes and analyzes multiple forms/sources of qualitative and quantitative data to determine need and action steps in addressing the problem of practice; Clear advocacy for a data-informed and equitable resource plan to support school-level improvement and overall student learning; Strategically builds on identified C/I/A strengths and align to school and district teaching and learning initiatives or priorities; Action steps with specific targets are in place for a strategic monitoring system for ongoing, sustainable improvement.

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<p>Leadership to Support School Culture & Capacity (20%)</p> <p><u>CAEP</u> RA 1.1 - Content & Pedagogical Knowledge · leads collaborative activities</p> <p><u>NELP</u> 5.2, 7.2</p>	<ul style="list-style-type: none"> ● Little or no connection to school culture or capacity. 	<ul style="list-style-type: none"> ● Little involvement of educator / stakeholders in the data collection / analysis and decision-making processes or purpose for change; ● Weak rationale and/or root cause analysis for identified problem of practice to define improvement initiative; ● No apparent alignment between plan for improvement and problem of practice; ● Insufficient evidence of goals to address a school-level improvement change. 	<ul style="list-style-type: none"> ● Collaboratively includes stakeholders, including families as partners during the design, implementation, and evaluation process in determining purpose, plan, and action steps to the school-level improvement initiative; ● Coherent improvement initiative aims to change work processes and/or norms (beliefs, expectations, etc) to address problem of practice & root causes; ● Employs inquiry-based continuous improvement approach for all stakeholders; ● Includes stakeholder feedback and participation in the improvement work; ● Promotes shared leadership in creating goals to address ongoing needed school-wide improvement changes. 	<ul style="list-style-type: none"> ● Actively engages all stakeholders in soliciting information to acquire evidence-based knowledge and understanding about factors contributing to identified student achievement and/or well-being issues to drive a strategic school-level improvement, change initiative; ● Systematic process is articulated for changing work processes and normative expectations; ● Planned actions support improvement and capacity building for individuals, teams, and/or whole school; ● Communication with stakeholders provides the rationale, knowledge, and understanding for ongoing change and cultural improvement; ● Coordinated data monitoring supports ongoing identification of successes and adjustment opportunities.

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<p>Equity (20%) <u>CAEP</u> RA 1.1 - Content & Pedagogical Knowledge · application of dispositions /ethics <u>NELP</u> 6.2</p>	<ul style="list-style-type: none"> Does not provide feedback and/or recommendations to support improvement of achievement, participation, service, and/or support outcomes. 	<ul style="list-style-type: none"> Limited attention or action to promote outcomes aimed to improve equity outcomes in achievement, participation, service, and/or support. 	<ul style="list-style-type: none"> Clear definition of how the problem of practice addresses equity considerations; Well articulated plan of action promotes improvement outcomes in the areas of achievement, participation, service, and/or support. 	<ul style="list-style-type: none"> Coherence exists between the issue, problem of practice, and action for long-term change in work processes, policies, and systems that contribute to inequities; Professional learning supports ongoing development of competencies, skills, and attitudes to provide an equitable and inclusive classroom environment and school culture.

	Emergent 10.5 (10.50%)	Developing 12 (12.00%)	Meets Expectations 13.5 (13.50%)	Advanced 15 (15.00%)
<p>Inquiry Cycle (15%) <u>CAEP</u> RA 1.1 - Content & Pedagogical Knowledge · application of data literacy <u>NELP</u> 1.2, 6.2</p>	<ul style="list-style-type: none"> Omission of essential steps; Followed guidance without thoughtful implementation; Minimal steps taken to lead change and improvement practices. 	<ul style="list-style-type: none"> Insufficient evidence gathered and reviewed to act upon and guide change; Limited description of process and judgment for defining problem of practice and determining improvement initiative; Vague strategy or coherent implementation plan, impacting completion of the change initiative and/or next steps necessary to address areas of improvement. 	<ul style="list-style-type: none"> Implements cycle of inquiry to deepen understanding of school strengths and areas needed for improvement; Provides a clear description of process and judgment (PDSA) for identifying problem of practice and determining improvement initiative; Provides a logical implementation plan and sustainability plan with support systems with a plan to analyze impact to school environment and student learning; Reflection supports leadership learning around leading change with support to others to adapt their behaviors, processes or routines. 	<ul style="list-style-type: none"> Compelling evidence that collaborative inquiry was pivotal in facilitating change with improvement focus; Well-defined and clearly articulated process for sustained improvement work; Engagement of stakeholder/constituent groups promotes understanding and ownership of the improvement work.

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Personal Leadership (15%)	<ul style="list-style-type: none"> Minimal self-awareness of leadership skills and dispositions needed to successfully complete this task. 	<ul style="list-style-type: none"> Limited intentionality of knowledge & skill application; No apparent connection to apply/test ToA or focus on LDP goal(s); "Lone Ranger" project management (example: I did...). 	<ul style="list-style-type: none"> Facilitative project management which supports others in the work of improvement; Tested espoused theory of action (ToA), identifying revisions/edits from learning; Uses the task to focus on LDP goals; Reflection supports leadership learning. 	<ul style="list-style-type: none"> Evidence supports intern adapted leadership approach and/or action to match needs of the situation or the group; Articulates verification and/or adjustment to ToA and/or progress on LDP goal(s) based on implementation and leadership learning; Reflection provides in-depth examples and application of leadership learning with priorities defined for continued growth.

	Emergent 7 (7.00%)	Developing 8 (8.00%)	Meets Expectations 9 (9.00%)	Advanced 10 (10.00%)
Language Mechanics & Expression (10%)	<ul style="list-style-type: none"> Organization or expression is unclear and does not meet standard expected of a school or district leader. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Organization and expression effectively communicates a school-level plan of improvement that meets standard for a school or district-level leader; Effectively describes the process, outcomes, and lessons learned. 	<ul style="list-style-type: none"> Organization and expression persuasively articulates process, outcomes, and lessons learned related to the improvement initiative; Language and format fit the target audience.