

## **MPEA – Standard I Case Study**

### **Superintendent**

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### **Aligning Student Performance with School Goals**

Accountability has become a major focus in the nation and in your school district and you have a unique opportunity to work with your community to show that your school is doing the job it intends to do. How will you go about it?

You have been in your district for five years and you have made quite a difference. You have built your reputation on fairness, solid decision-making and attention to administrative detail. In the past two months you have led the district through a comprehensive strategic planning process and reached a community wide acceptance for a number of district initiatives and goals. From a technical standpoint, you are hitting on all “eight cylinders”. You have done such a good job developing and meeting financial goals and building goals and other long range goals that the Board of Education has asked you to do the same with the learning goals for the school.

The district, in a series of meetings and in consultation with the state department of education, has established five main goals for graduates. They are:

- Students will be effective communicators.
- Students will be consumers of information.
- Students will be problem-solvers.
- Students will be effective democratic citizens.
- Students will be technologically literate.

With these goals in mind, the Board would like to construct a Senior Exhibition Portfolio that will show how graduating students are doing in each of the goal areas. The board does not know what it wants in the portfolio; you can use internal validations (CRTs, projects or performances) or external validations (state tests, NRTs, etc.) But the Board wants the Portfolio to be meaningful and authoritative enough to meet the accountability desires of the community. The Board would like to have you bring a sample of what such a Portfolio might look like and about “5 or 6” examples of products that will measure each of the above goals. The board really wants assessment data that will prove that a significant percentage of graduating students are “making the grade” and not wasting “twelve years of tax-supported educational opportunities”.

The board has also indicated an interest in the possibility of using the portfolio for not only assessing the quality of education garnered by graduates but, if it’s successful, using the portfolio for graduation requirements. The state has already intimated that it would look favorably on such a situation and the board would like to be in the state’s good graces.

You’ve always been good at being responsible and accountable in the administration of a school district but you have a funny feeling about this assignment. You want the portfolio to reflect the mission and vision of the district; to show that all your planning efforts really pay off in student achievement but you are leary that the portfolio might carry too much weight. How will you precede?

First consider these questions:

1. What should be the role of the superintendent in this scenario?
2. Who should the superintendent consult on this matter?
3. How do you align goals to mission and why is it important?
4. Is this an opportunity or a potential problem? How and why?
5. How does one gauge the community on the issues of portfolio assessment and accountability?
6. How does one establish measurement for graduation goals? What are the major features of good assessments of this type? Do the features change when the assessments become high risk (for graduation)?
7. What process should you have in place to develop, gather and analyze data for a Senior Exhibition Portfolio?
8. What Board education/development should the superintendent be thinking about in this area?
9. How does one involve the community effectively in a scenario such as this?

Now develop recommendations for the superintendent's presentation to the board including:

- Graduate goals and how to properly assess them
- Potential sources of data for assessment purposes (both internal and external) with strengths and weaknesses of each.
- Pitfalls and advantages to developing district report cards
- Considerations for potential high-risk assessment practices.

A comprehensive approach to:

- Carrying out Senior Exhibition Portfolio (assessments).
- Gathering, analyzing and reporting data.
- Using Portfolios for graduation requirements

ISLLC Standards:

Primary standard:

Standard one: **A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

Secondary Standard:

Standard four: **A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth**

Standard one skills, dispositions and performances:

Skills:

- learning goals in a pluralistic society
- the principles of developing and implementing strategic plans
- information sources, data collection, and data analysis strategies
- effective communication
- effective consensus-building and negotiation skills
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Dispositions:

- School vision of high standards
- Continuous school improvement
- Inclusion of all members of the school community

Performances:

- the vision and mission of the school are effectively communicated to staff, parents, students, and community members
- the vision is developed with and among stakeholders
- the school community is involved in school improvement efforts
- the vision shapes the educational programs, plans, and actions
- relevant demographic data pertaining to students and their families are used in developing the school mission and goals.
- barriers to achieving the vision are identified, clarified, and addressed
- needed resources are sought and obtained to support the implementation of the school mission and goals
- existing resources are used in support of the school vision and goals

Critical Needs Areas Addressed:

#5 Providing information, which will assist public school administrators and teachers in understanding the process of [site-based] decision making.

Notes to Instructor:

1. This case study is one that can be used to determine students' entry level skills in analysis, communications, planning and vision development/stewardship as well as curriculum leadership.
2. The activity could take as little as 60 minutes if you desire to see only a skeleton plan and analysis or as much as three hours if you have them develop a comprehensive plan including timelines, policies, procedures etc.

Extended learnings:

1. Have the students research a community with diverse populations to determine what they would like to see in terms of assessments for the five stated goals.
2. Have the students validate their assessments and report cards using national or state standards. Cross reference the assessments and analyze the strengths and weaknesses of the assessments they selected.
3. Have the students develop assessment guides for measuring graduate goals. Stress how to develop objectives and why assessment is important.

URLs:

1. Association for Supervision and Curriculum Development. Nationally known and respected source on curriculum and assessment. <http://www.ascd.org/>
2. Successlink – Includes a “best practices” section which addresses conflict resolution, school character development and other programs that might assist in this case. <http://www.successlink.org/>
3. The Rural School and Community Trust – A non-profit that offers articles and suggestions on curriculum, community building and numerous other related topics. <http://ruraledu.org/>
4. Pathways to School Improvement – Sponsored by NCREL, Pathways offers articles on critical issues concerning school improvement. Topics include Family-Community, Leadership, and At-risk Students. <http://www.ncrel.org/sdrs/>
5. The National Clearinghouse for Comprehensive School Reform (NCCSR) - NCCSR is the central gateway to good information on comprehensive school reform. NCCSR collects and disseminates information that builds the capacity of schools to raise the academic achievement of all students. <http://www.goodschools.gwu.edu>

Topics that students should be able to use or address:

- Curriculum Development
- Portfolio Assessment
- Accountability
- Community Relations

- Change Processes
- Community Relations
- Motivation
- Instructional Climate

- Creating Shared Vision
- Consensus Building
- Communications Skills

<b>The administrator has knowledge and understanding of:</b>	<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>
learning goals in a pluralistic society	Fails to recognize that measurement of learning goals must have universal appeal and meaning	Recognizes issues related to the measurement of pluralistic goals but offers no plan to assure input from the general community.	Details issues related to pluralistic goals and offers plans which include input from all aspects of the school community.
the principles of developing and implementing strategic plans	Does not address the strategic plan or vision of the district.	Adequately addresses the existing strategic plan.	Develops a plan that addresses the strategic plan and emphasizes community involvement and specific inclusion of diverse groups.
information sources, data collection, and data analysis strategies	Mentions no specific data collection or analysis methods	Mentions data collection and analysis methods but only in general terms	Data collection and analysis is detailed and specific as to types of data needed and for what purpose
effective communication	Plans do not incorporate effective communication strategies	Mentions communication strategies with board and community	Communication strategies are adapted to meet the individual diverse participants
Appropriate dispositions	Fails to communicate vision of high standards or	Communicates vision of high standards but plans for	Communicates vision of high standards and plans for school

	plans do not address student learning including all members of the school community	assessment fail to include all members or are top-down in nature	improvement includes all members of the school community
Vision communication and development	A vision of high expectations is not clearly stated and do not include specific plans for appropriate community involvement	A vision of high expectations is clearly stated but not dialogue with all members of the community is not included. Decisions are top-down in nature	A vision of high expectations is clearly stated and plans include specific and appropriate plans for inclusion of all members.
relevant demographic data pertaining to students and their families are used in developing the school mission and goals.	Mentions no specific demographic data collection or disaggregation.	Mentions demographic data collection and disaggregation but only in general terms	Collection and analysis of demographic data is detailed and specific as to types of data needed and for what purpose
barriers to achieving the vision are identified, clarified, and addressed	Student does not accurately identify major issues in the scenario	Students identify several issues but do not fully develop the impact they have on learning	Students identify numerous issues with multiple perspectives. There is a strong student learning orientation.