1. **Description of the Assessment and Its Use in the Program**

Key Licensure Assessment #6B: *District-Level Policies and Practices for Effective District-Community Partnerships Project* is designed to assess a candidate’s community relations leadership skills in developing district-level policies and practices for effective district-community partnerships.

Candidates examine a set of school district websites, comparing and contrasting their various features. Following a class discussion of district communication strategies, including websites, candidates identify three school district websites, in addition to their own district’s website, to evaluate. The districts selected must be representative of a range of demographic elements. Candidates interview the staff member in each school district responsible for the respective district’s website in order to capture district intentions for the website and to review district-level policies and practices regarding the use of the website to enhance district-community partnerships. Candidates then evaluate the websites using the 10 criteria for school district websites supported by the National School Public Relations Association (NSPRA). Based on the evaluations made, a candidate is called upon to develop a set of district-level policies and practices regarding the use of website technology for the purpose of developing effective district-community partnerships in the district in which s/he might serve as a superintendent.

Key Licensure Assessment #6B is carried out in EDUC 855: Communications and Advocacy, and is then assessed by the course instructor.

To be admitted into the Internship at Gateway #2, a candidate must have completed at least three of the following four Key Licensure Assessments #3, #5, #6A, and #6B (Curriculum, Instruction, and Professional Development Project; Support of Student Learning and Development Project; District-Level Policies and Practices for Effective District Management and Resource Systems Project; and District-Level Policies and Practices for Effective District-Community Partnerships Project). Those assessments completed for Gateway #2 must have been completed with at least 80% of the elements of the ELCC standard elements across the assessments completed rated at *meets element* and no element rated *unacceptable*.
2. **Description of How the Assessment Specifically Aligns with the Educational Leadership Constituent Council (ELCC) Standards (2011)**

The following elements of the ELCC standards are evaluated through this key licensure assessment.

<table>
<thead>
<tr>
<th>ELCC Standard Element Number</th>
<th>Standard Element Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district</td>
</tr>
<tr>
<td>3.2</td>
<td>candidates understand and can effectively use human, fiscal, and technological resources within the district</td>
</tr>
<tr>
<td>4.1</td>
<td>candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment</td>
</tr>
<tr>
<td>4.2</td>
<td>candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of diverse cultural, social, and intellectual resources throughout the district</td>
</tr>
<tr>
<td>4.3</td>
<td>candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers</td>
</tr>
<tr>
<td>4.4</td>
<td>candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners</td>
</tr>
<tr>
<td>5.3</td>
<td>candidates understand and can safeguard the values of democracy, equity, and diversity within the district</td>
</tr>
<tr>
<td>5.4</td>
<td>candidates understand and can evaluate the potential moral and legal consequences of decision making in the district</td>
</tr>
<tr>
<td>6.1</td>
<td>candidates understand and can advocate for district students, families, and caregivers</td>
</tr>
<tr>
<td>6.3</td>
<td>candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies</td>
</tr>
</tbody>
</table>

3. **The Assessment Instrument**

**Guidelines for District-Level Policies and Practices for Effective District-Community Partnerships Project**

*As you complete the following, refer to the scoring guide for Key Licensure Assessment #6B to ensure that you include all expectations for this assessment.*

**Purpose of the Project:** To assess your community relations leadership skills in developing district-level policies and practices for effective district-community partnerships.

**Directions:**

(1) Examine the set of school district websites, assigned to the class by the course instructor, comparing and contrasting their various features.

(2) Actively participate in the class discussion regarding district communication strategies.
(3) Identify three school district websites, in addition to your own district’s website, to evaluate. Districts selected must be representative of a range of demographic elements. The districts you intend to evaluate must be approved by the course instructor prior to beginning your investigation of the websites.

(4) Examine, in depth, the four school district websites approved.

(5) Interview the staff member in each school district who is responsible for the respective district’s website. In the interview, (a) focus on the district’s intentions for the website - that is, determine how closely the website aligns with the district’s intended work AND (b) review district-level policies and practices regarding the use of the website to enhance district-community partnerships.

(6) Evaluate each of the four websites using all 10 criteria supported by the National School Public Relations Association (NSPRA).

(7) Write a set of district-level policies and practices regarding the use of website technology for the purpose of developing effective district-community partnerships for a district in which you might serve as the superintendent of schools. In the writing of the set of district-level policies and practices, you are expected to include each of the following (7.1-7.10). Furthermore, make sure to provide a sound rationale for each policy/practice developed.

7.1: stewarding a shared district vision of learning for a school district

7.2: effectively using technological resources within the district

7.3: collaborating with community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment

7.4: mobilizing community resources by promoting understanding, appreciation, and use of diverse cultural, social, and intellectual resources throughout the district

7.5: responding to community interests and needs by building and sustaining positive district relationships with families and caregivers

7.6: responding to community interests and needs by building and sustaining productive district relationships with community partners

7.7: safeguarding the values of democracy, equity, and diversity within the district

7.8: evaluating the potential moral and legal consequences of decision making in the district

7.9: advocating for district students, families, and caregivers

7.10: anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies
(8) Prepare no fewer than 20 PowerPoint slides for use in sharing your **District-Level Policies and Practices for Effective District-Community Partnerships Project** with your classmates on a date toward the conclusion of the semester as set by the course instructor; that is, a set of slides that (1) summarizes your evaluation of the four websites (see #6 above) using each of the 10 NSPRA criteria – **conclusions must be supported with information from credible sources that are used to evaluate websites AND** (2) articulates the policies and practices you wrote (see #7 above) regarding the use of website technology for the purpose of developing effective district-community partnerships – **your policies and practices must be supported with logical rationales**. A hard copy of the PowerPoint slides is to be submitted to the course instructor at the time of the presentation.

(9) Make sure to follow the specific expectations for the **District-Level Policies and Practices for Effective District-Community Partnerships Project** as articulated in the Key Licensure Assessment #6B Scoring Guide provided by the course instructor.