Key Program/Licensure Assessment #5:  
Support of Student Learning and Development Project  
Administrative Specialist: Curriculum, Instruction, and Professional Development Licensure  
Superintendent Licensure  
EDUC 857  
Overview  
Other School Professional Preparation Program  
Educator Preparation Unit  
Muskingum University

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

Key Licensure Assessment #5: **Support of Student Learning and Development Project** is designed to assess a candidate’s ability to analyze the impact of state/federal programs/legislation on a district’s capacity to support student learning and development.

For this project, a candidate is charged with conducting an in-depth study of a current state or federal program or piece of legislation intended to promote student learning. The candidate is to analyze how the selected program/legislation impacts or might impact a school district. Furthermore, the candidate is to reflect on the challenges of implementing the selected program/legislation in ways that are fair and equitable.

Key Licensure Assessment #5 is carried out in EDUC 857: Leading for Learning, 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.

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<thead>
<tr>
<th>ELCC Standard Element Number</th>
<th>Standard Element Statement</th>
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<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>
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1.2 candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals

1.3 candidates understand and can promote continual and sustainable district improvement

1.4 candidates understand and can evaluate district progress and revise district plans supported by district stakeholders

2.2 candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program

2.3 candidates understand and can develop and supervise the instructional and leadership capacity across the district

3.2 candidates understand and can effectively use human, fiscal, and technological resource within the district

3.4 candidates understand and can develop district capacity for distributed leadership

5.1 candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success

5.3 candidates understand and can safeguard the values of democracy, equity, and diversity within the district

5.4 candidates understand and can evaluate the potential moral and legal consequences of decision making in the district

5.5 candidates understand and can promote social justice within the district to ensure that individual student needs inform all aspects of schooling

6.2 candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment

6.3 candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies

3. **The Assessment Instrument**

**Guidelines for Support of Student Learning and Development Project**

*As you complete the following, refer to the scoring guide for Key Licensure Assessment #5 to ensure that you include all expectations for this assessment.*

**Purpose of the Project:** To assess your ability to analyze the impact of state/federal programs/legislation on a district’s capacity to support student learning and development.

**Directions:**

(1) Select a state or federal program intended to promote student achievement on which to conduct an in-depth study.

(2) Select a specific school district to use as a district of reference and then analyze how the state or federal program selected to study might impact the designated school district. In your analysis, respond to each of the following prompts, making sure to include a sound rationale for each of your responses.
2.1: What logical impact might the program/legislation have on the district’s ability to steward its shared vision of learning?

2.2: What logical impact might the program/legislation have on district goals and the district’s ability to implement district plans to achieve its goals?

2.3: How might the program/legislation logically help AND how might the program/legislation logically hinder the district’s ability to promote continual and sustainable district improvement?

2.4: What logical impact might the program/legislation have on the district’s progress and how might district plans need to be revised because of the program/legislation?

2.5: What logical impact might the program/legislation have on the district’s future development of a more comprehensive, rigorous, and coherent curricular and instructional program?

2.6: What logical impact might the program/legislation have on the district’s future development and supervision of the instructional and leadership capacities across the district?

2.7: What logical impact might the program/legislation have on the district’s human, fiscal, and technological resource?

2.8: What logical impact might the program/legislation have on the development of the district’s capacity for distributed leadership?

2.9: What logical impact might the program/legislation have on the district’s capacity to ensure a district system of accountability for every student’s academic and social success?

2.10: What logical impact might the program/legislation have on the district’s ability to act with integrity and fairness in safeguarding the values of democracy, equity, and diversity within the district?

2.11: What logical moral and legal consequences might there be for the decisions made by the district in its enacting the program/legislation?

2.12: What logical impact might the program/legislation have on the district’s ability to promote social justice within the district in its efforts to ensure that individual student needs inform all aspects of schooling?

2.13: What logical prior action should the district have possibly taken to influence the development of the program/legislation as it was being written?

2.14: What other logical emerging trends and initiatives should the district anticipate and assess in order to be ready to adapt district-level leadership strategies as future state/federal programs/legislation are proposed, passed, and enacted?
(3) Make sure to follow the specific expectations for the **Support of Student Learning and Development Project** as articulated in the Key Licensure Assessment #5 Scoring Guide provided by the course instructor.

(4) An electronic version of the **Support of Student Learning and Development Project** is to be emailed to the course instructor prior to the final class meeting of the course AND a hard copy of the document is to be submitted to the course instructor at the time of the final class meeting.