Wilmington University

5. Candidate provides a professional development plan that reflects the role of professional learning in continuous and sustainable school improvement.

Learning Outcome 3
1. Candidate reports on the alignment, gaps and linkages between process measurement categories and data needs.
2. Candidate designs the professional groups involved with each category of the school improvement plan.
3. Candidate develops a professional development plan with timelines, calendar of events and responsibility charts for the school improvement plan.
4. Candidate develops a communication plan for faculty, staff and stakeholders of school improvement results and initiatives.
5. Candidate relates the processes and activities to the rudiments of transformational school improvement.

Additional Course Information and Schedule of Class Activities will be posted on the Canvas course site

Structured External Assignment: Measurement, Accountability and Student Learning
The candidate uses a review and analysis of relevant measurement, accountability and student learning data to determine areas of need and trends to address related to school improvement. The candidate identifies areas of need or gaps in the current school improvement plan, applies evidence-centered research strategies and develops a transformational school improvement plan that is designed to close the gap(s). The candidate will carry out a collaborative strategic planning process for aligning the area of need and the implementation plan to the school mission, vision, goals and the district improvement plan. The candidate will design effective strategies for monitoring the implementation of the plans which includes an on-going professional development plan to achieve school improvement goals.

MED 7705 – Measurement, Accountability and Student Learning Rubric

	Novice	Emerging	Proficient (TARGET)	Advanced Performance
theory and research.		collection, diagnosis, design, and results analysis and interpretation. Candidate knows research-based processes for engaging diverse stakeholders in the strategic planning, implementation and evaluation for continuous improvement. Candidate knows the components of implementation theory and research.	evaluation of data collection, diagnosis, design, and results analysis and interpretation. Candidate understands research-based processes for engaging diverse stakeholders in the strategic planning, implementation and evaluation for continuous improvement. Candidate understands the components of implementation theory and research.	Candidates understands and facilitates others in understanding the sequential steps involved in strategic planning processes for development, implementation and evaluation of data collection, diagnosis, design, and results analysis and interpretation. Candidate understands and facilitates others in understanding research-based processes for engaging diverse stakeholders in the strategic planning, implementation and evaluation for continuous improvement. Candidate understands and through self

	Novice	Emerging	Proficient (TARGET)	Advanced Performance
includes the following components: diagnosis, design, implementation, and evaluation; and develop an implementation plan to support the improvement process.	develop a school-wide improvement process that includes diagnosis, design, implementation and evaluation.	design, implementation and evaluation.	that includes diagnosis, design, implementation and evaluation.	school-wide improvement process that includes diagnosis, design, implementation and evaluation.