COURSE CATALOG DESCRIPTION: Study standard techniques for analyzing, evaluating, and developing policies for educational systems and organizations, with special attention to contemporary policy issues.

RELATIONSHIP OF COURSE TO PROGRAM PHILOSOPHY AND KNOWLEDGE BASE: The underlying philosophy of programs in Educational Leadership at UNC is that educational leaders possess knowledge of self, others, organizations, and society necessary to perform creatively and effectively in diverse environments. They engage people in identifying and working toward the accomplishment of a shared vision for the organization. Leaders incorporate the ideas, values, and experiences reflective of a pluralistic society and promote continual learning. Learning experiences of this course contribute to students’ understanding of the underlying beliefs of the UNC ELPS leadership development program listed below, with particular emphasis given to the underlined statements:

- Human growth and development are lifelong pursuits;
- Organizations are artifacts of a larger society;
- Learning, teaching, and collegiality are fundamental activities of educational organizations;
- Validated knowledge and active inquiry form the basis of practice;
- Moral and ethical imperatives drive leadership behavior;
- Leadership encompasses a learned set of knowledge, skills, and attitudes;
- Leaders effect positive change in individuals and organizations;
- Effective leadership in educational organizations depends on individual and group effort;
- Leaders’ behavior and actions model their beliefs and values.

PURPOSE OF COURSE
This course is intended to provide educational leaders in K-12 schools and in higher education with basic knowledge of principles of educational policy development, implementation, and evaluation. Major current policy issues will be examined as a means of gaining understanding of public policy development and analysis. The course is intended to assist each student in the development of skills in (1) clarifying and understanding educational policy issues, (2) developing and implementing effective educational policies, and (3) exercising leadership in positively influencing the educational policy process. This course is required for K-12 educators seeking State of Colorado Administrator Licensure for district level leadership.
COURSE OBJECTIVES
Upon completion of the course, students will be able to:
- Demonstrate an understanding of public policy development and analysis
- Demonstrate an understanding of governance and regulation of public educational systems, including local, state, and national levels
- Demonstrate an understanding of the processes of educational policy development, including the influences of economic, demographics, political structures, political culture, values, and ideology
- Describe the shifting influence of policies at site, school district or higher education institution, state, and federal levels
- Demonstrate the ability to analyze and evaluate educational policies
- Demonstrate the ability to describe and analyze the processes by which educational policies are created, adopted, implemented, and evaluated
- Develop strategies for influencing the development of education policies
- Demonstrate skills in identifying moral and ethical implications of options considered in policy development and in political strategies for influencing policy decisions
- Identify key stakeholders and means of involving members of the educational community and the broader community appropriately in the development of educational policies

KNOWLEDGE BASE FOR THE COURSE
- Original research and scholarly publications in the area of educational policy
- Foundational literature in public policy development and analysis
- Current trade publications (e.g., Education Week, Chronicle of Higher Education)
- Policy papers, newsletters, and web sites of professional organizations and governmental agencies
- Federal, state, and local statutes, regulations, and policy documents
- Collective experiences in educational policy at the district/institution, state, and national levels as represented by educational leadership and practicing policymakers and educational leaders

RELATIONSHIP TO NATIONAL STANDARDS
Courses in this program are designed to prepare individuals to serve as leaders in the field of education. Learning experiences are designed to address the skills, competencies, and performance expectations identified by numerous professional organizations and learned societies with an interest in the preparation of educational leaders. Among the organizations consulted are the American Association of Higher Education, the American Association of School Administrators, the American College Personnel Association, the American Society for Training and Development, the American Association for Adult and Continuing Education, the National Association of Elementary School Principals, the National Policy Board on Educational Administration, the National Association of Student Personnel Administrators, the National Society for Performance and Instruction, and the University Council for Educational Administration.
NCATE standards addressed in this course include the following: 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.3, 6.1, 6.2, 6.3

**COURSE DESIGN AND ACTIVITIES**
This class will primarily take the form of a graduate seminar in which each student will bear responsibility for active participation and leadership in the class. Each student will be assigned responsibility for researching topics within the course and presenting and leading class discussions. Class sessions will involve a variety of activities, including presentations by the instructor and students, group activities, and student-led seminar discussions.

**Disability Access**
Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services at *Campus Box 139 Greeley, CO 80639*
Phone: (970) 351-2289 (Voice, TTY), FAX: (970) 351-4166 as soon as possible to ensure that accommodations are implemented in a timely fashion.

**Diversity Statement**
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in…educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in…educational services on the basis of sexual orientation or political affiliation.” (See [http://www.unco.edu/hr/AAEO_TitleIX.htm](http://www.unco.edu/hr/AAEO_TitleIX.htm)).

**TEXTS**

**ASSIGNMENTS AND PERFORMANCE EVALUATION**
The parameters and expectations for each assignment will be discussed in detail in our first Collaborate session, however the following provides an overview:

1. Each student will select a topic, with instructor approval, to research and will lead a seminar discussion on the topic. (20% of grade)
2. Each student will be responsible for selecting an existing educational policy and submitting a 5-8 page analysis of the policy. A 1-2 page executive summary will be shared with the class, along with an oral synopsis of the policy, including the background leading to the development of the policy, authorization for the adoption of the policy, summary of the objectives of the policy and primary features of the policy, implications for implementation, and means of assessing the effectiveness of the policy in attaining the stated objectives. (30% of grade)

3. Each student will identify a policy issue, at the level of a school district, individual school site, or higher education institution (or sub-unit), and will develop a proposed policy to address the issue or revise a current policy. (30% of grade)

4. Each student will participate in the weekly Discussion Forums and/or Collaborate sessions. (20% of grade)

Assignments are graded according to a rubric with ratings from 4 (high) to 1 (low). Final grades are awarded in accordance with the Graduate Bulletin that specifies: "Superior is indicated by 'A,' above average is 'B,' average is 'C,' below average but passing is 'D,' and failure is 'F.'"

The University of Northern Colorado recently introduced pluses and minuses to its grading system. In Educational Leadership and Policy Studies the implementation of pluses and minuses in grading has been left up to the discretion of each professor. For this course pluses and minuses will be used to differentiate between the overall assessment/effort of each student if significant discrepancies arise.

ACADEMIC DISHONESTY

Plagiarism or other academic dishonesty of any kind will not be tolerated. The penalty for such action will result in an “F” letter grade for the course and/or additional sanctions as permitted under University policy. If you are unsure of how to properly paraphrase or cite a source in APA style, we encourage you to seek assistance. Problems should be discussed with one of the instructors at your earliest convenience. Situations warranting consequences will be reported to the CEBS Dean. For a complete explanation of University academic student conduct policy, see http://catalog.unco.edu/200809/wwhelp/wwimprint/js/html/wwhelp.htm?&accessible=true
**BIBLIOGRAPHY**


OTHER RESOURCES

Journals
American Educational Research Journal
Change Magazine
Community College Review
Educational Evaluation and Policy Analysis
Educational Leadership
Educational Policy
Educational Record
Educational Researcher
Journal of Higher Education
Higher Education Policy
Phi Delta Kappan
Public Administrative Review
Review of Higher Education
Washington Monthly

Web Sites
Colorado Department of Education  http://www.cde.state.co.us
Colorado Commission on Higher Education  http://www.state.co.us/cche_dir/hecche.html
Colorado General Assembly  http://www.state.co.us/gov_dir/stateleg.html
Colorado Association of School Executives  http://www.casb.org
Colorado Association of School Boards  http://www.coe.state.co.us/casb.org
Phi Delta Kappa  http://pdkintl.org
Council of Chief State School Officers  http://www.ccsso.org
Education Commission of the States  http://www.ecs.org
Education Week  http://www.edweek.org
Chronicle of Higher Education  http://www.chronicle.com
UNC Board of Trustees  http://www.unco.edu/trustees
University of Colorado Regents  http://www.cu.edu/regents
CSU System  http://statecollegesinco.mscd.edu
State Colleges in Colorado  http://www.aascu.org
American Association of State Colleges and Universities  http://www.aace.org
American Association of Higher Education  http://www.aahs.org
American Assoc. of University Professors  http://www.aaup.org
Association of Governing Boards  http://www.agb.org
American Association of Colleges for Teacher Education: Education Policy Clearinghouse  http://www.edpolicy.org
Center for Research in Educational Policy, University of Memphis  http://www.coe.memphis.edu/coe/crep/crep.html
Education Policy Analysis Archives, Arizona State University  http://seamonkey.ed.asu.edu
Assignment I: Research Assigned Topic, Lead Seminar Discussion

Each student will identify from current sources, such as newspaper, professional publications, or web sites, an educational policy issue and lead a seminar discussion of 30-45 minutes on the topic. Preparation is to involve reading relevant sections of the text and reading related references and/or current literature. The seminar session should include a brief overview of the topic by the seminar leader, the presentation of a set of questions to direct the discussion, and moderating discussion. The student will be responsible for presenting a brief synopsis of the topic and the context in which the issue exists. In the balance of the discussion, the student’s responsibility is to lead a seminar discussion, in which the members of the class are to engage in a discussion of the issue. The focus of the discussion should include the organizational/political context, identification of the factors that have led to the issue being considered a priority to address, identification of stakeholders who are impacted by the issue, and potential indicators that might be considered to determine whether a policy that is developed to address the issue is effective.

The objective is to develop skills in identification and clarification of policy issues. The generation of policy options and development of policies and strategies for implementation is not included in this assignment.

20% of course grade.
Assignment I: Analysis of Existing Policy
Students identify an existing educational policy, at site, district/institution, state, or federal level. An analysis of the policy is written (approximately 5-8 pages), in which the following elements are addressed:

1. a description of the context and purpose of the policy, including the organizational policy issue(s) that were reasons for the development of the policy, interest groups included and exclude from the policy development process, the primary operational elements of the policy, and whose interests are served/not served by the policy (ELCC Standard 6.1 & 6.3)
2. identification of the legal authorization for the policy (ELCC Standard 6.1)
3. identification of the persons/roles responsible for implementation of the policy and discussion of any social biases implementers might bring to the implementation process (ELCC Standard 6.2)
4. identification of the persons/roles/stakeholders most directly impacted (both positively and negatively) by the policy (ELCC Standard 4.2) and methods of effective communication with stakeholders (ELCC Standard 4.1)
5. issues for the organization in implementing the policy (ELCC Standard 3.4)
6. means of assessing the effectiveness of the policy in meeting its objectives, including any indications that such assessment has occurred (ELCC Standard 3.5)
7. identification of other policy issues that have been created by the adoption of this policy (ELCC Standard 6.2)
8. identification of social justice issues relating to the policy and its implementation (ELCC Standard 5.2 & 5.5)

This assignment counts for 30% of the course grade.

Assignment II: Analysis of Existing Policy
Students identify an existing educational policy, at site, district/institution, state, or federal level. An analysis of the policy is written (approximately 5-8 pages), in which the following elements are addressed:

1. a description of the context and purpose of the policy, including the organizational policy issue(s) that were reasons for the development of the policy, interest groups included and exclude from the policy development process, the primary operational elements of the policy, and whose interests are served/not served by the policy (ELCC Standard 6.1 & 6.3)
2. identification of the legal authorization for the policy (ELCC Standard 6.1)
3. identification of the persons/roles responsible for implementation of the policy and discussion of any social biases implementers might bring to the implementation process (ELCC Standard 6.2)
4. identification of the persons/roles/stakeholders most directly impacted (both positively and negatively) by the policy (ELCC Standard 4.2) and methods of effective communication with stakeholders (ELCC Standard 4.1)
5. issues for the organization in implementing the policy (ELCC Standard 3.4)
6. means of assessing the effectiveness of the policy in meeting its objectives, including any indications that such assessment has occurred (ELCC Standard 3.5)
7. identification of other policy issues that have been created by the adoption of this policy (ELCC Standard 6.2)
8. identification of social justice issues relating to the policy and its implementation (ELCC Standard 5.2 & 5.5)

This assignment counts for 30% of the course grade.
Assignment III: The primary purpose of this assignment is to gain an understanding of the various aspects of developing a policy in response to an identified policy issue. Although this is a simulated experience, not involving the extensive background work and deliberations with an extensive network of people and organizations that would normally occur, the assignment is intended to provide an experience in addressing the major steps in development of an educational policy.

In this assignment, students will do the following:

1. Identify the background of the organizational situation that has led to the identification of the policy issue (ELCC 6.1)
2. Define the policy issue, including a statement of the identified problem and the ideal situation that would exist if the policy to be developed is effective (ELCC 2.1)
3. Identify the key stakeholders related to the policy issue, and identification of the individuals/groups within the organization that will be impacted by the policy (ELC 2.3)
4. Identify the major value issues that will have to be dealt with in developing/implementing the policy (ELCC 2.3)
5. Identify cohesion of policy outcomes to district professional growth goals (ELCC 2.4)
6. Specify the primary guidelines/elements of the policy, including the identification of individuals/positions responsible for implementing and monitoring the policy (ELCC 3.1)
7. Outline and discuss the strategies for disseminating and implementing the policy, including timelines (ELCC 3.2)
8. Provide criteria, processes, and timelines for evaluating the effectiveness of the policy (ELCC- 3.3)
9. Demonstrate an understanding of and ability to safeguard the values of democracy, equity, diversity, and social justice. (ELCC 5.3)

By identifying and describing the context of a policy issue, students must identify a perceived gap between their vision of learning and the current organization context/situation that will better meet the needs of the learning community. In formulating a policy to address the issue identified, students must create a policy and implementation process using district organizational structures, operations, and resources that responds to and influences the larger educational context. In devising evaluation criteria, processes, and timelines, students are seeking to promote and sustain the district vision and a positive district culture that is responsive to community interests and needs, as well as the larger educational context.

30% of grade.
<table>
<thead>
<tr>
<th>Week: Week One</th>
<th>Topic &amp; Objective</th>
<th>Assignment/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2-8</td>
<td>Course Overview and Discussion of Education Policies and Contexts</td>
<td>READINGS: Marshall &amp; Gerstl-Pepin, Ch. 1; Stone, Part 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>Discuss the many factors that influence education policies in various contexts.</td>
<td>(1) Post an introduction of yourself in which you explain your professional experience, current position, and career aspirations.</td>
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<tr>
<td></td>
<td>Policy Theories/Lenses &amp; Federal Role; Policy Goals</td>
<td>(2) Explain which five educational policies have most influenced the current educational environment and why.</td>
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<tr>
<td></td>
<td>Discuss the different theories of policy development and identification of policy goals.</td>
<td>(3) Identify a policy that you would like to focus on for this class.</td>
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<tr>
<td></td>
<td>Policy Theories/Lenses &amp; Federal Role; Policy Goals</td>
<td>(4) Identify at least five ideas from the readings that you think are particularly relevant to understanding the policy process.</td>
</tr>
<tr>
<td></td>
<td>Policy Theories/Lenses &amp; Federal Role; Policy Goals</td>
<td>(5) Respond to at least 2 other postings in this week's forum.</td>
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</table>

**Collaborate session 5-7 pm on Wednesday, June 4.**

<table>
<thead>
<tr>
<th>Week Two</th>
<th>Topic &amp; Objective</th>
<th>Assignment/Activity</th>
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</thead>
<tbody>
<tr>
<td>June 9-15</td>
<td>Implementation Analysis &amp; Advocacy</td>
<td>READINGS: Marshall &amp; Gerstl-Pepin, Ch. 2-4 &amp; 9</td>
</tr>
<tr>
<td></td>
<td>Discuss how policy support is developed and how implementation is enacted.</td>
<td>Policy discussions will be divided between weeks two and three. Those sharing their policy each week will be posted in the Announcement section of Blackboard at the beginning of class.</td>
</tr>
<tr>
<td></td>
<td>Micropolitics &amp; State Politics</td>
<td>(1) Post a one-page summary of the policy you have chosen to analyze and three to five discussion questions for the class to answer. (Please place the summary and questions in your posting, not as an attachment because sometimes the attachments do not open.)</td>
</tr>
<tr>
<td></td>
<td>Discuss the policy development mechanisms at the state level.</td>
<td>(2) Explain how support for your policy was developed and how it was implemented.</td>
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<tr>
<td></td>
<td>Micropolitics &amp; State Politics</td>
<td>(3) Explain how your policy is impacted by state politics.</td>
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<tr>
<td></td>
<td>Micropolitics &amp; State Politics</td>
<td>(4) Post your responses to this week’s policy discussions.</td>
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<thead>
<tr>
<th>Week Three</th>
<th>Topic &amp; Objective</th>
<th>Assignment/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 16-22</td>
<td>Problem Definition/Raising Standards</td>
<td>READINGS: Stone, Part III</td>
</tr>
<tr>
<td></td>
<td>Discuss how problems are defined and the issue of standards.</td>
<td>(1) Post a one-page summary of the policy you have chosen to analyze and three to five discussion questions for the class to answer. (Please place the summary and questions in your posting, not as an attachment because sometimes the attachments do not open.)</td>
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<tr>
<td></td>
<td>District Politics</td>
<td>(2) Explain how the problem addressed by your policy was defined and to what level resolution was expected.</td>
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<tr>
<td></td>
<td>Discuss the policy development mechanisms at the district level.</td>
<td>(3) Explain how your policy is impacted by district politics.</td>
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<tr>
<td></td>
<td>District Politics</td>
<td>(4) Post your responses to this week’s policy discussions.</td>
</tr>
</tbody>
</table>

**Collaborate session 5-7 pm on Wednesday, June 18 --Be prepared to share your observations on the board meeting you attended.**
<table>
<thead>
<tr>
<th>Week Four</th>
<th>Accountability/Policy Evaluation</th>
<th><strong>READINGS:</strong> Marshall &amp; Gerstl-Pepin, Ch. 5; Sahlberg text</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 23-29</td>
<td>Discuss how policies are evaluated.</td>
<td>(1) Post an outline of your policy analysis paper, being sure to address all aspects outlined in the rubric and assignment instructions. (2) Comment on at least two peer’s outlines. (3) How is the policy context of Finland different from the U.S.?</td>
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<td></td>
<td><strong>Policy Strategies</strong></td>
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<td></td>
<td>Discuss various strategies for developing and implementing policies.</td>
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</tbody>
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<thead>
<tr>
<th>Week Five</th>
<th>Policy Analysis</th>
<th>Armstrong text; Marshall &amp; Gerstl-Pepin, Ch. 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 30-July 6</td>
<td>Discuss various policies and their impact.</td>
<td>Submit your policy analysis paper via email to the instructor by July 7.</td>
</tr>
<tr>
<td></td>
<td><strong>&quot;Solutions&quot; to Problems</strong></td>
<td><strong>Collaborate session 5-7 pm on Wednesday, July 2</strong></td>
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<tr>
<td></td>
<td>Discuss how problems can be addressed through policies.</td>
<td><strong>READINGS:</strong> Stone, Part IV and Conclusion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Six</th>
<th>&quot;Solutions&quot; to Problems</th>
<th>(1) Post an outline of your policy creation/revision paper, being sure to address all points listed in the rubric and assignment directions. (2) Share at least five key points from the readings that were either an “Aha!” for you or made you ponder.</th>
</tr>
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<tbody>
<tr>
<td>July 7-13</td>
<td></td>
<td>Submit your policy analysis paper via email to the instructor by July 21.</td>
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<tr>
<td></td>
<td><strong>Policy Creation/Revision</strong></td>
<td><strong>Collaborate session 5-7 pm on Wednesday, July 16</strong></td>
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<tr>
<td></td>
<td>Discuss how policy can be developed or changed to address specific problems.</td>
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</tbody>
</table>
### ELCC District Level Assessment 8A: ELPS 665 Policy Analysis Rubric

ELCC Standard 3.4, 3.5, 4.1, 4.2, 5.2, 5.4, 6.1, 6.2, 6.3

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>1 Unsatisfactory</th>
<th>2 Needs Improvement</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of policy context</strong> (ELCC 6.1)</td>
<td>Describes two or less of the following elements: (1) the use of appropriate research methods, theories, and concepts for change and district improvement in (2) determining and advocating for changes to the complex causes of poverty and other disadvantages as it impacts the community, families, children, and learning based on (3) how each are applied fairly, consistently, and ethically. Describes (5) appropriate strategies to work with political leaders at the local, state, and federal level (as applicable) to (6) change existing policies and procedures that negatively impact the promotion of student learning, serving as a respectful spokesperson for students and families served by the district.</td>
<td>Describes at least three of the following elements: (1) the use of appropriate research methods, theories, and concepts for change and district improvement in (2) determining and advocating for changes to the complex causes of poverty and other disadvantages as it impacts the community, families, children, and learning based on (3) how each are applied fairly, consistently, and ethically. Describes (5) appropriate strategies to work with political leaders at the local, state, and federal level (as applicable) to (6) change existing policies and procedures that negatively impact the promotion of student learning, serving as a respectful spokesperson for students and families served by the district.</td>
<td>Describes at least four of the following elements: (1) the use of appropriate research methods, theories, and concepts for change and district improvement in (2) determining and advocating for changes to the complex causes of poverty and other disadvantages as it impacts the community, families, children, and learning based on (3) how each are applied fairly, consistently, and ethically. Describes (5) appropriate strategies to work with political leaders at the local, state, and federal level (as applicable) to (6) change existing policies and procedures that negatively impact the promotion of student learning, serving as a respectful spokesperson for students and families served by the district.</td>
<td>Describes the use of appropriate research methods, theories, and concepts for change and district improvement in determining and advocating for changes to the complex causes of poverty and other disadvantages as it impacts the community, families, children, and learning based on the analysis of policies, laws, and regulations at the local, district, state, and federal level (as applicable) to change existing policies and procedures that negatively impact the promotion of learning for all students and to respond to proposed policies that impact student learning, serving as a respectful spokesperson for students and families served by the district.</td>
</tr>
<tr>
<td><strong>Analysis of the Policy Purpose</strong> (ELCC 6.3)</td>
<td>Does not provide a description of the policy's purpose and/or primary operational elements.</td>
<td>Provides a description of the policy's purpose and primary operational elements. Demonstrates the ability to identify and anticipate emerging trends and issues likely to impact the district.</td>
<td>Provides a detailed description of the policy's purpose, interest groups included/excluded in the policy development, specifically describing lines of communication to be used or developed to advocate for the policy or revisions and primary operational elements. Demonstrates the ability to identify and anticipate emerging trends and issues likely to impact the district and adapt district leadership strategies and practices to address emerging issues.</td>
<td>Provides a detailed and insightful description of the policy's purpose, interest groups included/excluded in development specifically describing lines of communication to be used or developed to advocate for the policy or revisions, primary operational elements, and whose interests are served/not served, outlining more equitable learning opportunities and success for all students without regard to individual characteristics. Demonstrates the ability to identify and anticipate emerging trends and issues likely to impact the district and adapt district leadership strategies and practices to address emerging issues.</td>
</tr>
<tr>
<td>Identifies the Legal Authorization (ELCC 6.1)</td>
<td>Does not identify the legal authorization of the policy.</td>
<td>Identifies general legal authorization of the policy only.</td>
<td>Clearly identifies the legal authorization (group, statute, rule, etc.) of the policy, explaining how community resources and agencies are and can be used to solve district problems and accomplish district goals.</td>
<td>Clearly identifies the legal authorization (group, statute, rule, etc.) of the policy and a description of why the particular body/format for authorization was used, explaining how community resources and agencies are and can be used to solve district problems and accomplish district goals, as well as the possible use of district resources and develop new resources to support joint concerns.</td>
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<tr>
<td>Identifies Persons and Roles Necessary for Implementation of the Policy (ELCC 6.2)</td>
<td>Does not identify major persons/roles responsible for the implementation of the policy</td>
<td>Identifies some persons/roles responsible for implementation of the policy</td>
<td>Clearly identifies all persons and roles responsible for implementation of the policy and describes a plan to communicate with and engage all stakeholders in implementing the policy.</td>
<td>Clearly identifies all persons and roles responsible for implementation of the policy, including biases that implementers might bring to the process and possible effects. Describes a plan to communicate with and engage all stakeholders in implementing the policy, outlining the benefits of the policy and implementation activities within the larger political, social, economic, legal, and cultural context.</td>
</tr>
<tr>
<td>Identifies Stakeholders and Develops a Communication Plan (ELCC 4.1)</td>
<td>Does not identify all major stakeholders, describe the use of information to identify issues and trends, or develop a collaborative plan to involve stakeholders.</td>
<td>General identification of major stakeholders, Describes the use of public information and research-based knowledge of issues and trends to collaborate with stakeholders OR a plan for developing relevant relationships with a variety of stakeholders. Includes both collaborative strategies for the collection, analysis, and interpretation of information OR the communication of information about the district environment to the community.</td>
<td>Clear identification of major stakeholders. Describes the use of public information and research-based knowledge of issues and trends to collaborate with stakeholders and a plan for developing relevant relationships with a variety of stakeholders. Includes both collaborative strategies for the collection, analysis, and interpretation of information as well as the communication of information about the district environment to the community.</td>
<td>Clear identification of major stakeholders, including a discussion of the power/lack of power of stakeholders in present context to influence policy. Describes the use of public information and research-based knowledge of issues and trends to collaborate with stakeholders and a plan for developing relevant relationships with a variety of stakeholders using community relations models and marketing strategies to bring together community resources, material and human in decision-making processes. Includes both collaborative strategies for the collection, analysis, and interpretation of information as well as the communication of information about the district environment to the community.</td>
</tr>
<tr>
<td>Analysis of Impact on Stakeholders (ELCC 4.2)</td>
<td>Does not identify major issues impacting dominant stakeholders or includes a plan for engaging diverse stakeholders in conversations related to the impact of the policy.</td>
<td>Identifies some major issues impacting dominant stakeholders. Includes a plan for engaging diverse stakeholders in conversations related to the impact of the policy.</td>
<td>Clear identification of those impacted by the policy, both positively and negatively. Includes a plan for successfully engaging diverse stakeholders in conversations related to the impact of the policy and the use of diverse community programs and resources to improve district and student performance.</td>
<td>Clear identification of those impacted by the policy, both positively and negatively, in terms of resources and privilege, with a plan for successfully engaging diverse stakeholders in conversations related to the impact of the policy to promote district visibility and improve district and student performance, including the performance of students with special or exceptional needs. Identifies and uses diverse community programs and resources to improve district programs.</td>
</tr>
<tr>
<td>Organizational Implementation Issue Analysis—Communication and Resources (ELCC 3.4)</td>
<td>Does not identify major issues of organizational impact of the policy</td>
<td>Identifies some major issues of organization impact of policy but does not include communication methods with staff or stakeholders. Demonstrates the limited ability to identify leadership capabilities of staff at various levels within the district.</td>
<td>Clearly identifies and discusses the organizational impact and implication regarding structure and resources, including effective methods of communication to staff and the involvement of stakeholders to promote collaboration. Demonstrates the ability to identify leadership capabilities of staff at various levels within the district, model distributed leadership skills, and involve district and school personnel in the decision making process.</td>
<td>Clearly identifies and discusses the organizational impact and implication regarding structure, resources, vision/mission, and relation to external context(s), including the involvement of stakeholders to align resources, provide accountability, and promote collaboration, assessment/data collection to resolve conflicts and build consensus, and effective methods of communication to staff. Demonstrates the ability to identify leadership capabilities of staff at various levels within the district, model distributed leadership skills, and involve district and school personnel in the decision making process.</td>
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<tr>
<td>Evaluation Plan (ELCC 3.5)</td>
<td>Provides a general strategy for evaluating whether the policies objectives have been/will be met which may not be feasible but does not demonstrate the use of strategic, long-range planning skills in the effective, legal, and equitable use of resources.</td>
<td>Provides a clear and well planned strategy for evaluating whether the policies objectives have been/will be met, demonstrating use of strategic, long-range planning skills in the effective, legal, and equitable use of resources.</td>
<td>Provides a clear, feasible, and well planned strategy for evaluating whether the policies objectives have been/will be met with input from all stakeholders, demonstrating use of strategic, long-range planning skills in the effective, legal, and equitable use of resources, consideration of development of new resources that might be needed based on school finance structures. Protects instructional time by the development of district policies, as appropriate to the policy issue.</td>
<td>Provides a clear, feasible, and well planned strategy for evaluating whether the policies objectives have been/will be met with input from all stakeholders and with alternatives for policy or implementation revisions, demonstrating use of strategic, long-range planning skills in the effective, legal, and equitable use of resources, consideration of development of new resources that might be needed based on school finance structures and technological utilization. Protects instructional time by the development of district policies, calendars, and schedules as appropriate to the policy issue.</td>
</tr>
<tr>
<td>Resulting Policy Issue Analysis (ELCC 6.2)</td>
<td>Does not clearly define relevant issues resulting from the policy or its implementation</td>
<td>Defines some relevant issues resulting from the policy or its implementation in relation to a positive district culture to meet the learning needs of all students.</td>
<td>Clearly identifies possible resulting issues from the policy and its implementation and possible impact upon stakeholders in relation to a positive district culture to meet the learning needs of all students. Demonstrates the ability to advocate for district policies and programs that promote equitable learning opportunities for student success and communication of policies, laws, regulations, and procedures to appropriate district stakeholders.</td>
<td>Clearly identifies possible resulting issues from the policy and its implementation and possible impact upon stakeholders, including those not represented or under-represented in the original policy development, in relation to a positive district culture to meet the learning needs of all students. Demonstrates the ability to advocate for district policies and programs that promote equitable learning opportunities for student success and communication of policies, laws, regulations, and procedures to appropriate district stakeholders.</td>
</tr>
<tr>
<td>Discussion of Social Justice Implications (ELCC 5.2 &amp; 5.4)</td>
<td>Does not discuss the impact upon minority group stakeholders relating to ethical and legal principles or demonstrate the ability to formulate sound district strategies to educational dilemmas and evaluate district strategies to prevent difficulties related to moral</td>
<td>Discusses either the policy development or implementation impact upon minority group stakeholders relating to ethical and legal principles. Demonstrates the ability to formulate sound district strategies to educational dilemmas and evaluate district strategies to prevent difficulties related to moral and legal</td>
<td>Discusses general impact of both policy development and implementation upon minority group stakeholders relating to ethical and legal principles. Demonstrates the ability to formulate sound district strategies to educational dilemmas and evaluate district strategies to prevent difficulties related to moral and legal</td>
<td>Clearly and thoughtfully discusses in detail the impact upon minority group stakeholders in both policy development and implementation, providing contextual examples, relating to ethical and legal principles. Demonstrates the ability to formulate sound district strategies to educational dilemmas and evaluate district strategies to prevent difficulties related to moral and legal</td>
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and legal issues. 

prevent difficulties related to moral and legal issues. 

issues. Demonstrates the ability to review and critique district policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty. 

strategies to prevent difficulties related to moral and legal issues. Demonstrates the ability to review and critique district policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the district while developing the resiliency to uphold core values and persist in the face of adversity.

Total Performance (An overall average of 3 or above, with no more than one score below 3):
## ELCC District Assessment 6: ELPS 665 Policy Revision/Creation Rubric
ELCC Standards 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 5.3, 6.1

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>1 Unsatisfactory</th>
<th>2 Needs Improvement</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
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<tbody>
<tr>
<td><strong>Identify the background of an organizational situation that has led to the identification of the policy issue (ELCC 6.1)</strong></td>
<td>Does not provide a general explanation of internal and/or external factors in the larger educational context/environment that have created the policy issue</td>
<td>Provides a general explanation of internal and/or external factors in the larger educational context/environment that have created the policy issue demonstrating some knowledge of policies and laws at the local, state, and/or federal level and the interaction of stakeholders at each level, and education funding systems in relation to impacts upon student learning.</td>
<td>Provides a clear explanation of internal and/or external factors in the larger educational context/environment that have created the policy issue, demonstrating knowledge of policies and laws at the local, state, and/or federal level and the interaction of stakeholders at each level, and education funding systems in relation to impacts upon student learning. Demonstrates the ability to identify and anticipate emerging trends and issues likely to affect the district and devise district level leadership strategies and practices to address these emerging district issues.</td>
<td>Provides a clear explanation of external factors in the larger educational context/environment that have created the policy issue that will be addressed by the policy developed, demonstrating knowledge of the use of research to understand the complex causes of poverty and other disadvantages impacting student learning, policies and laws at the local, state, and/or federal level and the interaction of stakeholders at each level, and education funding systems in relation to impacts upon student learning. Demonstrates the ability to identify and anticipate emerging trends and issues likely to affect the district and devise district level leadership strategies and practices to address these emerging district issues.</td>
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<tr>
<td><strong>Define the policy issue, including a statement of the problem and the ideal situation that would exist if the policy to be developed is effective (ELCC 2.1)</strong></td>
<td>Unclear or absent policy issue statement and/or problem identification.</td>
<td>General articulation of the policy issue, including a general statement of the identified problem and the ideal situation that would exist if the policy to be developed is effective.</td>
<td>Clear articulation of the policy issue, including a detailed statement of the identified problem and the ideal situation that would exist if the policy to be developed is effective, demonstrating an understanding of how to develop a sustained approach to improve and maintain a positive district culture for learning. Demonstrates the ability to lead district change through a collaborative process that focuses on improvements to district practices, student outcomes, curriculum, and instruction using learning management systems to support personalized learning across the district to develop comprehensive programs that will meet the unique learning needs and interests of diverse student populations and school personnel across the district. Incorporates cultural competence in the development of programs, curriculum, and instructional practices that promote trust, fairness, and respect among school board members, school administrators, faculty, parents, students, and the district community.</td>
<td>Clear articulation of the policy issue, including a detailed statement of the identified problem and the ideal situation that would exist if the policy to be developed is effective, including how the policy will meet the needs of stakeholders that are not currently met in relation to a personal vision of learning for a district and how the develop policy will improve organizational culture, demonstrating an understanding of how to develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on diversity. Demonstrates the ability to lead district change through a collaborative process that focuses on improvements to district practices, student outcomes, curriculum, and instruction using learning management systems to support personalized learning across the district to develop comprehensive programs that will meet the unique learning needs and interests of diverse student populations and school personnel across the district. Incorporates cultural competence in the development of programs, curriculum, and instructional practices that promote trust, fairness, and respect among school board members, school administrators, faculty, parents, students, and the district community.</td>
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<tr>
<td>Identify cohesion of policy outcomes to district professional growth goals (ELCC 2.4)</td>
<td>Does not explain how the process and outcome of the policy will promote best practices and life-long learning among district professionals.</td>
<td>Demonstrates limited knowledge of adult learning and professional development strategies in explaining how the process and outcome of the policy will promote best practices and life-long learning among district professionals.</td>
<td>Demonstrates knowledge of adult learning and professional development strategies in explaining how the process and outcome of the policy will promote best practices and life-long learning among district professionals. Demonstrates the ability to use technologies to enrich district curriculum and instruction, monitor instructional practices across the district and provide assistance to school administrators.</td>
<td>Clearly demonstrates knowledge of adult learning and professional development strategies in explaining how the process and outcome of the policy will promote best practices and life-long learning among district professionals and how this will be measured. Demonstrates the ability to use technologies to enrich district curriculum and instruction, monitor instructional practices across the district and provide assistance to school administrators, and to monitor, analyze, evaluate, and use district data results for accountability reporting.</td>
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| Identify the key stakeholders related to the policy issue, and identification of the individuals/groups within the organization that will be impacted by the policy (ELCC 2.3) | Does not identify stakeholders impacted by the policy | Identifies stakeholders who will be impacted by the policy and includes an assessment of a variety of instructional research methodologies that can be used to develop a long-range plan to assess the district’s improvement and accountability systems. | Identifies stakeholders who will be impacted by the policy and provides a means for limited input from stakeholders in the implementation and/or evaluation of the policy. Discussion of the policy issues includes an assessment of a variety of instructional research methodologies that can be used to develop a long-range plan to assess the district’s improvement and accountability systems, and allocation and justification of resources allocation. Collaboratively develops plan to improve the district’s effect on teaching and learning using differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction across the district | Clearly identifies all stakeholders and how they will be impacted by the policy, as well as providing a means for input from stakeholders and continued responsiveness to stakeholder needs throughout the implementation and evaluation of the policy. Discussion of the policy issues includes an assessment of a variety of instructional research methodologies that can be used to develop a long-range plan to assess the district’s improvement and accountability systems, using appropriate technology to support and enrich the curriculum and instruction, monitor instructional practices and/or support administrative needs, and allocation and justification of resources allocation, demonstrating effective and efficient management of district policies, procedures, and practices. Collaboratively develops plan to improve the district’s effect on teaching and learning using differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction across the district. Includes the development/
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<th>Identify the major value issues that will have to be dealt with in developing/implementing the policy (ELCC 3.2)</th>
<th>Does not identify the major value issues/clashes among stakeholders that might be created by the policy development and/or implementation.</th>
<th>Identifies the major value issues/clashes among stakeholders that might be created by the policy development and/or implementation. Indicates general fiscal and resource issues as appropriate.</th>
<th>Identifies the major value issues/clashes among stakeholders that might be created by the policy development and/or implementation, as well as the origin/roots of possible opposition, including the role of stakeholder collaboration OR a communication plan. Demonstrates the ability to develop multi-year fiscal plans and annual budgets aligned with district priorities and goals based on an analysis of district budget and financial status, the development of facility and space utilization, technology needed to manage district systems, and long-term resources needs of the district, as appropriate to the policy issue.</th>
<th>Clearly identifies the major value issues/clashes that might be created by the policy development and/or implementation, explaining the origin/roots of conflicting values, with multiple coherent strategies for successfully implementing the policy amid opposition, including the role of stakeholder collaboration and a communication plan. Demonstrates the ability to develop multi-year fiscal plans and annual budgets aligned with district priorities and goals based on an analysis of district budget and financial status, the development of facility and space utilization, technology needed to manage district systems, and long-term resources needs of the district, as appropriate to the policy issue.</th>
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<tr>
<td>Specify the primary guidelines/elements of the policy, including the identification of individuals/positions responsible for the implementation and monitoring of the policy (ELCC 2.2)</td>
<td>Policy is either not clearly articulated or incoherent with no plan for implementation by individual/positions.</td>
<td>Provides a policy proposal with general policy language and responsible individuals/positions for implementation but does not demonstrate an understanding of the alignment of curriculum and instruction with district assessments, collaboration with faculty across the district to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum using evidence-centered research in making curricular and instructional decisions, as well as providing district resources to support quality curriculum and instruction and feedback based on district evaluation systems using multiple measures of teacher performance and student outcomes.</td>
<td>Provides a policy proposal with general policy language specifying individual/positions responsible for implementation, demonstrating the use of human development theory and a rationale of how the policy will positively impact student learning. Demonstrates an understanding of the alignment of curriculum and instruction with district assessments, collaboration with faculty across the district to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum using evidence-centered research in making curricular and instructional decisions, as well as providing district resources to support quality curriculum and instruction and feedback based on district evaluation systems using multiple measures of teacher performance and student outcomes.</td>
<td>Provides a fully developed policy proposal that includes specific policy language and specific/detailed identification of individual/positions responsible for the implementation and monitoring of the policy, demonstrating the use of best practices and sound educational research and human development theory, as well as a rationale of how the policy will positively impact student learning among subgroups. Demonstrates an understanding of the alignment of curriculum and instruction with district assessments, collaboration with faculty across the district to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum using evidence-centered research in making curricular and instructional decisions, as well as providing district resources to support quality curriculum and instruction and feedback based on district evaluation systems using multiple measures of teacher performance and student outcomes.</td>
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<tr>
<td>Outline and discuss the strategies for disseminating and implementing the policy, including timelines (ELCC 3.1)</td>
<td>Does not provide an implementation plan and/or timeline</td>
<td>Provides a general implementation plan with timeline using appropriate organizational structures, operations, and resources. Demonstrates the ability to analyze district processes and operations to identify and prioritize strategic and tactical district challenges and develop district operational policies and procedures to implement and manage long-range district goals.</td>
<td>Provides a detailed implementation plan with timeline using appropriate organizational structures, operations, and resources with a general discussion of implementation strategies using research-based knowledge of learning, teaching, student development, organizational development, and/or data management to support student learning. Demonstrates the ability to analyze district processes and operations to identify and prioritize strategic and tactical district challenges, develop district operational policies and procedures to implement and manage long-range district goals, and create and sustain district strategic alignment.</td>
<td>Provides a detailed implementation plan with timeline using appropriate organizational structures, operations, and resources, and that addresses possible implementation challenges within the organizational structure and/or culture, using research-based knowledge of learning, teaching, student development, organizational development, and/or data management to support student learning. Demonstrates the ability to analyze district processes and operations to identify and prioritize strategic and tactical district challenges, develop district operational policies and procedures to implement and manage long-range district goals, and create and sustain district strategic alignment.</td>
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| Provide criteria, processes, and timeline for evaluating the effectiveness of the policy (ELCC 3.3) | Does not provide an evaluation plan | Provides an evaluation plan, including timelines and/or individuals responsible, demonstrating the use of strategic problem-solving skills and effective, legal, and equitable use of fiscal, human, and material resources. | Provides an evaluation plan, including timelines, processes, and individuals responsible, that attempts to ensure that the outcomes of the policy are successfully met through implementation, demonstrating the use of strategic problem-solving skills and effective, legal, and equitable use of fiscal, human, and material resources within district fiscal structures. | Provides a detailed and coherent evaluation plan, including timelines, criteria, processes, and specification of individuals responsible, that attempts to ensure that the outcomes of the policy are successfully met through implementation, demonstrating the use of strategic problem-solving skills and effective, legal, and equitable use of fiscal, human, and material resources within district fiscal structures, development of new resources as needed, and appropriate use of technology for evaluation of the policy implementation and impact. Demonstrates the ability to improve and implement district policies and procedures to ensure a safe and secure central office and school-work environment that encompasses crisis planning and management and evaluate and implement district-wide discipline management, as appropriate to the policy issue. |

| Demonstrate an understanding of and ability to safeguard the values of democracy, equity, diversity, and social justice. (ELCC 5.3) | Does not demonstrate the ability to formulate sound district strategies to educational dilemmas OR to evaluate district strategies to prevent difficulties related to moral and legal issues. | Demonstrates the ability to formulate sound district strategies to educational dilemmas OR to evaluate district strategies to prevent difficulties related to moral and legal issues. | Demonstrates the ability to formulate sound district strategies to educational dilemmas OR to evaluate district strategies to prevent difficulties related to moral and legal issues. | Demonstrates the ability to formulate sound district strategies to educational dilemmas and to evaluate district strategies to prevent difficulties related to moral and legal issues. |

Total Performance (An overall average of 3 or above, with no more than one score below 3):