

# Assignment 6 Capacity Building Key Assessment

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**Due** Apr 16 by 11:59pm    **Points** 400    **Submitting** a file upload

**Assignment 6: Capacity Building Key Assessment** (400 points) Double-spaced, Times New Roman 12 pt. font. Include a title page and a reference page and do not count these in the overall total pages required. The paper should be 7 to 10 pages in length not to include the title and reference pages. **Research is to be included from a peer-reviewed journal article and from our textbook, see below. Due April 16<sup>th</sup>.**

**\*Please note this assignment may be similar to other assignments you have completed in other graduate courses. Students are to create a new plan for this assignment and the instructor will be utilizing Turnitin to grade this work.**

**\*Students should pay special attention to the questions listed below 1-6 and address each of these within the paper as appropriate. See below in "Description of Assessment."**

## Description of Assessment

The purpose of the project is to provide each candidate with an opportunity to utilize human capital management and strategic planning skills to plan for school or organizational improvement. The human capital may include teachers and/or school and district leaders or other employees. The activities call upon the candidate to develop and articulate a plan to build capacity, assess the current status of the school or organization in relation to the plan, and ensure that when the plan is put into operation it will serve to close the gap between the status quo and the desired outcomes articulated in the plan.

## A GAP ANALYSIS PLAN

Students may choose an area, a gap that they note in their current school or organization or the situation could be fictional. Students will identify the gap and share data etc. as appropriate. Then the student will identify an option to address the gap. There are three parts to this work and an attention to six questions within the work are to be addressed. See below. Here are some suggestions students can use as part of action plans to address the gap:

1. A new curriculum structure or program to address a gap
2. A new school or workplace schedule to address a gap
3. A new program to address a gap
4. A new professional development plan
5. A choice by the student as approved by the instructor

The work should reflect established practices and be attentive to the critical functions and operation of the school or organization, and should be developed with consideration of the following six questions. As students compose the plan they may choose where each of the six questions fit within the work. For example, for the #5, professional development, the student may choose to include this in Part III in the action plan as one strategy to address the gap or the student could choose a new Professional Plan as the overarching goal of the entire plan.

Think about each of the six questions below and be sure to address these within an area of your plan. Please note after each question the area suggested within the paper to note this question. Students may choose where within the paper to address the questions.

- 1. The school and district/organizational improvement plans or strategic plan -How does what you are identifying as a gap and proposing in terms of action steps align to the school and district/organizational improvement plans or strategic plans? Suggested to include in Part I.
  - 2. The organizational culture of the school and district; How does what you are identifying as a gap and proposing in terms of action steps align to the school and district/organizational culture? Suggested to Include in Part I or Part II.
  - 3. The organizational, operational, and resource management/processes of the school; How does what you are identifying as a gap and proposing in terms of action steps align to the current resource management and processes of the school or organization? Suggested in Part I or Part II.
4. Instruction and learning, particularly the needs of all students and teachers/or functions of the organization in terms of individual growth; How does what you are identifying and proposing in terms of action steps align to the instruction and learning or functions of the organization in terms of individual growth? Suggested in Part III.
5. Professional development; How does what you are identifying as a gap and proposing in terms of action steps align to professional development for teachers and or employees of the school or organization? Suggested in Part III.
6. Shared-decision making in the school or organization setting. How does what you are identifying as a gap and proposing in terms of action steps align to shared-decision making in the school and or organization? Suggested for Parts II and or III.

The plan should demonstrate understanding and consideration of applicable aspects of leadership, organizational, adult learning, human behavior theories, as well as human capital management.

### Research

Students are to identify and utilize a peer-reviewed journal article in this work and the authors of our text from our textbook to support their ideas and plans and the work should include four direct quotes, two from the peer-reviewed journal article and two from the authors of our textbook for the course. Citations and reference pages should be in APA format.

### Overview

Principals and supervisors are expected to build capacity among the professional staff to continuously improve instruction and student achievement and organizational goals. Building capacity involves, among other things, providing appropriate opportunities for educators to participate in professional learning communities. The activities comprising this key assessment provide candidates with an opportunity to utilize knowledge and practice skills that are salient to capacity building within the school or organization and to design a plan to address a gap that addresses the questions 1-6 above.

**Assignment-Remember to include four direct quotes within your work, two from a peer-reviewed article and two from the authors of our textbook.**

**Introduction:** Via this assessment, candidates will demonstrate knowledge and skills needed to develop and articulate a plan to build capacity within the professional staff in a school. The assessment is purposely designed to be broad enough in nature to allow the candidates to approach the work using various approaches. Plans should be based upon recent literature and other relevant sources of information, and should be feasible (i.e. plans and recommendations should be mindful of real-life constraints like provisions contained in state regulations, [e.g., timelines required in the FL DOE School Improvement Plan], local policies, and collective bargaining agreements).

**The assessment assignment comprises three parts:**

**Part I: Think of this as the “Where” in describing the location and the “What” in terms of describing the gap.** In the first section (2-3 pages double-spaced), candidates will describe the school or location and analyze the current status of the school or organization with regard to capacity-building and professional learning in order to define the gap between the current status and the status envisioned for the school/organization in section I. Here, candidates should provide data and/or other evidence (e.g., the school’s SIP, interviews with relevant professional staff) to support claims about current status. The “gap” description should clearly describe (and, when possible, quantify) the difference between the current reality and the vision articulated in Part III. **The inclusion of data in this section to clearly show the gap is recommended.**

**Part II: Think of this as the “Why” in establishing the purpose of the needed changes to address the gap and why you will include all stakeholders, shared decision making in the planning and processes. In this section you should also explain the vision, the goal. What would be optimal?** In the second section (2-3 pages, double-spaced), candidates will expand upon the purpose of the plan and develop a vision for what his/her school could do to build capacity among the professional staff via shared decision making to support instruction and improve the organization, and student achievement via data use and/or professional development. The intent here is to imagine the candidate’s school/organization as it would look operating at optimal effectiveness with regard to capacity-building and professional learning. The vision should reflect knowledge of established practices for professional learning, be attentive to relevant constraints and resources/opportunities, and should focus on building capacity that will support continuous improvement in teaching and learning.

**Part III: Think of this as the “How” in how you plan to address the gap. What are your action steps, your plan? This part of the paper may be in the form of a narrative or charts, lists of steps for the Action Plan with descriptors of what is needed and how will progress be demonstrated and measured.** In the third section (3-4 pages double-spaced and this can be formatted in a chart form or other design if the student so chooses), candidates will develop an action plan that describes concrete steps that could be taken to move the school or organization from where it is now to the vision described in the first section (i.e., to close the gap described in part II). Although knowledge of concepts and theories undergirding school or organizational leadership ought to inform thinking about the plan, the plan itself should be presented in a highly practical format (including but not limited to timelines, barriers to be reduced or eliminated, responsible persons for individual plan elements/phases [by position if not by name—e.g., staff member, consultant, district office, etc.], participants, dates, monitoring).