

NCATE Assessment Document 1.0

<p align="center"><b>Performance Standards, Criteria and Rubrics for the Education Specialist Program in Change Leadership in Education</b> <sup>1 2</sup></p>			
	<p><b>Standard 1.0: Systems Thinking: Students perceive their school organizations as whole systems and explain the functional properties of their organizations as systems.</b></p>		
<p align="center"><b>Performance Criteria</b></p> <p align="center">↓</p>	<p align="center"><b>Performance Rubrics</b></p>		
	<p align="center"><b>Unsatisfactory</b></p>	<p align="center"><b>Basic</b></p>	<p align="center"><b>Proficient</b></p>
1.1 knowledge	...cannot describe their school organization as a system.	...describes the general features of their school organization as a system.	...explains in detail the key features of their school organization as a system.
1.2 skills	...unable to analyze the functional properties of school organizations as systems.	...able to conduct a cursory analysis of the functional properties of their school organization as systems.	...analyzes in detail the functional properties of their school organization as a system.
1.3 dispositions	...unwilling to accept that their school organization is a system.	...tentatively accepts that their school organization is a system.	..fully accepts that their school organization is a system.

<sup>1</sup> This form must be used in conjunction with NCATE Assessment Form 1.1

<sup>2</sup> These standards are adapted from Higgs, M. & Rowland, D. (2000). Building change leadership capability: The quest for change competence. *Journal of Change Management*, 1 (2), 116 – 130.

NCATE Assessment Document 1.0

<p align="center"><b>Performance Standards, Criteria and Rubrics for the Education Specialist Program in Change Leadership in Education<sup>1 2</sup></b></p>			
	<p><b>Standard 2.0: Focus of Systemic Change: Students understand that improving the performance of an entire school system requires improvements in student, faculty and staff, and whole-system learning.</b></p>		
<p align="center"><b>Performance Criteria</b></p> <p align="center">↓</p>	<p align="center"><b>Performance Rubrics</b></p>		
	<p><b>Unsatisfactory</b></p>	<p><b>Basic</b></p>	<p><b>Proficient</b></p>
2.1 knowledge	<p>...does not know the meaning of whole-system improvement.</p>	<p>...provides a simple explanation of the concept of whole-system improvement.</p>	<p>...describes the importance of whole-system improvement in rich detail.</p>
2.2 skills	<p>Standard 2.0 does not have a skill component—it focuses on knowledge and attitudes.</p>		
2.3 dispositions	<p>...insists that whole-district improvement can occur one school or one program at a time.</p>	<p>...accepts the premise that whole-district learning is important and necessary but is reluctant to fully support that.</p>	<p>...accepts the importance of whole-district learning and can explain that importance in rich detail.</p>

NCATE Assessment Document 1.0

<b>Performance Standards, Criteria and Rubrics for the                      Education Specialist Program in Change Leadership in Education<sup>1 2</sup></b>			
	<b>Standard 3.0: Change Initiation (CIN): Students know how to create the case for change by securing credible sponsorship for change within their school systems.</b>		
<b>Performance                      Criteria</b> ↓	<b>Performance Rubrics</b>		
	Unsatisfactory	Basic	Proficient
3.1 knowledge	...has no idea about how to make the case for whole-district change.	...understands a simple conceptual framework for systemic change.	...explains in rich detail a strong rationale for creating and sustaining whole-district change.
3.2 skills	...has no idea about how to build internal and external political support for change.	...understands basic tactics for gaining political support for systemic change.	...explains in rich detail tools and processes for gaining and sustaining internal and external political support for change.
3.3 dispositions	...does not endorse the concept of whole-system change.	...endorses the concept of whole-system change, but still demonstrates reluctance to accept it fully.	...enthusiastically endorses the concept of whole-system change.

<p align="center"><b>Performance Standards, Criteria and Rubrics for the Education Specialist Program in Change Leadership in Education</b> <sup>1 2</sup></p>			
	<p><b>Standard 4.0: Change Impact (CIM): Students know how to assess the breadth, depth, sustainability, and potential positive outcomes of a whole-system transformation strategy.</b></p>		
<p align="center"><b>Performance Criteria</b></p> <p align="center">↓</p>	<p align="center"><b>Performance Rubrics</b></p>		
	<p align="center"><b>Unsatisfactory</b></p>	<p align="center"><b>Basic</b></p>	<p align="center"><b>Proficient</b></p>
4.1 knowledge	...cannot explain the breadth, depth, sustainability and expected returns from engaging in whole-system change.	...can explain in simple terms the breadth, depth, sustainability and expected returns from engaging in whole-system change.	...can explain in rich detail the breadth, depth, sustainability and expected returns from engaging in whole-system change.
4.2 skills	...unable to analyze the breadth, depth, sustainability and expected returns from engaging in whole-system change.	...able to conduct a simple analysis of the breadth, depth, sustainability and expected returns from engaging in whole-system change.	...able to conduct an in-depth analysis of the breadth, depth, sustainability and expected returns from engaging in whole-system change.
4.3 dispositions	...refuses to accept the fact that whole-system change is complex and requires careful planning.	...accepts the fact that whole-system change is complex and requires careful planning.	.....accepts the fact that whole-system change is complex and requires careful planning and acts on this acceptance.

NCATE Assessment Document 1.0

<p align="center"><b>Performance Standards, Criteria and Rubrics for the Education Specialist Program in Change Leadership in Education</b> <sup>1 2</sup></p>			
	<p><b>Standard 5.0: Change Facilitation (CF): Students demonstrate willingness to help others gain insight into the human dynamics of change and develop the confidence to achieve the change goals.</b></p>		
<p align="center"><b>Performance Criteria</b></p> <p align="center">↓</p>	<p align="center"><b>Performance Rubrics</b></p>		
	<p align="center"><b>Unsatisfactory</b></p>	<p align="center"><b>Basic</b></p>	<p align="center"><b>Proficient</b></p>
5.1 knowledge	...cannot explain how to facilitate the change process.	...understands basic facilitation skills	...possesses advanced level of knowledge of facilitation skills.
5.2 skills	...cannot explain how to develop peoples' confidence in their ability to achieve success in the change process.	...understands basic principles of interpersonal and group behavior	...possesses advance level of skill for facilitating interpersonal and group behavior.
5.3 dispositions	...does not recognize the need to help their colleagues understand the change process.	...recognizes at a basic level the importance of understanding human psychology during times of change.	...is a strong advocate for helping people understand the nature of change prior to launching a change effort.

<b>Performance Standards, Criteria and Rubrics for the                      Education Specialist Program in Change Leadership in Education <sup>1 2</sup></b>			
	<b>Standard 6.0: Change Leadership (CL): Students know how to develop political support for change through their change leadership.</b>		
<b>Performance                      Criteria</b> ↓	<b>Performance Rubrics</b>		
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>
6.1 knowledge	...does not why political support for change is important.	...explains in simple terms why political support is important.	...explains in rich detail strategies and tactics for building political support.
6.2 skills	...does not know how to develop political support for change.	...demonstrates simple skills for developing political support.	...demonstrates sophisticated skills for developing political support.
6.3 dispositions	...is opposed to acting in a political way to gain support for change.	...tentatively supports the idea of acting in a political way to gain support for change.	...is a staunch advocate for acting in a political way to gain political support for change.

<p align="center"><b>Performance Standards, Criteria and Rubrics for the Education Specialist Program in Change Leadership in Education</b> <sup>1 2</sup></p>			
	<p><b>Standard 7.0: Change Learning (CLE): Students engage in personal learning to deepen and broaden their personal knowledge of whole-system change concepts, principles, and methodologies.</b></p>		
<p align="center"><b>Performance Criteria</b> ↓</p>	<p align="center"><b>Performance Rubrics</b></p>		
	<p align="center"><b>Unsatisfactory</b></p>	<p align="center"><b>Basic</b></p>	<p align="center"><b>Proficient</b></p>
7.1 knowledge	...does not why personal learning about whole-system change is important.	...offers a general and simple explanation about why personal learning is important.	...provides a detailed and cogent rationale for engaging in personal learning.
7.2 skills	...does not know how to engage in personal learning about whole-system change.	...develops a simple plan to engage in personal learning about whole-system change.	...develops a detailed and feasible plan to engage in personal learning.
7.3 dispositions	...resists the idea of engaging in learning to deepen and broaden personal knowledge of whole-system change.	...is open to the idea for engaging in personal learning.	...is a strong advocate for engaging in personal learning.

<p align="center"><b>Performance Standards, Criteria and Rubrics for the Education Specialist Program in Change Leadership in Education<sup>1 2</sup></b></p>			
	<p><b>Standard 8.0: Change Execution (CEX): Students understand how to formulate and lead the implementation of a plan to create and sustain whole-system change.</b></p>		
<p align="center"><b>Performance Criteria</b></p> <p align="center">↓</p>	<p align="center"><b>Performance Rubrics</b></p>		
	<p align="center"><b>Unsatisfactory</b></p>	<p align="center"><b>Basic</b></p>	<p align="center"><b>Proficient</b></p>
8.1 knowledge	...cannot describe the elements of an effective plan for creating and sustaining change.	...explains in simple terms the key elements of a plan for creating and sustaining whole-system change.	...understands the complexity of planning for change and describes the key elements of change plans.
8.2 skills	...does not know how to plan for complex, system-wide change.	...possesses basic skills for planning for system-wide change.	...possesses advanced skills for planning for system-wide change.
8.3 dispositions	...believes that planning for change is unimportant.	...accepts the importance of engaging in good planning for change.	...is a powerful advocate for engaging in good planning for change.

NCATE Assessment Document 1.0

<p align="center"><b>Performance Standards, Criteria and Rubrics for the Education Specialist Program in Change Leadership in Education</b> <sup>1 2</sup></p>			
	<p><b>Standard 9.0: Change Presence (CP): Students understand the importance of demonstrating high personal commitment to achievement of change goals through courage, passion and vision while striving to remain calm in the chaos of system-wide change (i.e., demonstrating a “non-anxious presence in a sea of anxiety.”).</b></p>		
<p align="center"><b>Performance Criteria</b> ↓</p>	<p align="center"><b>Performance Rubrics</b></p>		
	<p align="center"><b>Unsatisfactory</b></p>	<p align="center"><b>Basic</b></p>	<p align="center"><b>Proficient</b></p>
9.1 knowledge	...does not know why it is important to lead change with courage, passion, and vision.	...explains in simple terms a rationale for leading change with courage, passion, and vision.	...provides a powerful rationale for leading change with courage, passion, and vision.
9.2 skills	...does not possess skills needed to maintain personal calmness during change.	...possesses rudimentary skills for managing personal calmness during change.	...demonstrates advanced skills for managing personal calmness during change.
9.3 dispositions	...does not believe that courage, passion, and vision are important for leading change.	...accepts that courage, passion, and vision are important for leading change.	...is a strong advocate for the importance of leading change with courage, passion, and vision.

NCATE Assessment Document 1.0

<p align="center"><b>Performance Standards, Criteria and Rubrics for the Education Specialist Program in Change Leadership in Education</b> <sup>1 2</sup></p>			
	<p><b>Standard 10.0: Change Technology (CT): Students possess knowledge of change theories, tools and processes for creating and sustaining transformational change in school systems.</b></p>		
<p align="center"><b>Performance Criteria</b></p> <p align="center">↓</p>	<p align="center"><b>Performance Rubrics</b></p>		
	<p align="center"><b>Unsatisfactory</b></p>	<p align="center"><b>Basic</b></p>	<p align="center"><b>Proficient</b></p>
10.1 knowledge	...does not know any theory, tools, or processes for leading whole-system change.	...can describe change theories, tools, or processes in simple terms.	...can explain in great detail at least one methodology for creating and sustaining whole-system change; including tools and processes that are part of that methodology.
10.2 skills	...does not know how to apply change theories, tools, or processes to lead change.	...possesses beginning-level skills for applying change theories, tools, or processes.	...can apply at least one methodology for creating and sustaining whole-system change; including tools and processes that are part of that methodology.
10.3 dispositions	...does not recognize the importance of knowing change theories, tools, and processes.	...recognizes the need to understand change theories, tools, or processes.	...is a vocal advocate for the importance of change leaders knowing, understanding, and applying change theories, tools, and processes.