

Rank 1 Culminating Project Guide
Campbellsville University School of Education
Updated Fall 2017

The Culminating Project offers Rank 1 candidates the opportunity to demonstrate leadership by implementing a research-based school-wide project formulated in response to an identified area of need. It is approved and monitored by the candidate's principal and university professor over the course of an academic year.

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Rank 1 Culminating Project Overview

The Culminating Project is a leadership plan for school-wide improvement that is conducted in collaboration with the school principal, Campbellsville University, and the Rank 1 candidate. The project's mission is to provide authentic leadership opportunities for Rank 1 students with the purpose of improving student achievement within their current school setting. The plan is formulated in the coursework for ED 701 which involves the Rank 1 candidate engaging in the collection of pertinent school data, while conferring with key administrators to analyze and develop a research-based plan to target the primary area(s) of need. Objectives, assessments, and timeline details are determined for all aspects of the project prior to implementation and are subject to the approval of the school's principal and the university professor. The project objectives are implemented throughout the school year and timeline items are adjusted as needed. Following implementation, candidates enter ED 705 with information concerning the completion of objectives to share in detailed progress reports with the principal and professor. Candidates share project details and results with students, parents, and faculty members as appropriate.

Leadership

The Culminating Project provides the basis for Rank 1 candidates to continue cultivating their leadership skills beyond their specific position, as new collaboration efforts arise through the implementation of strategies chosen to target school-wide areas of need. Rank 1 candidates acquire a thorough knowledge of the school improvement process and share insights concerning this professional growth with colleagues, course mates, and selected media channels. Candidates choose a new leadership role within their school which complements the facilitation of project goals. Options for additional leadership roles could include assuming a position on a Committee (School Improvement Plan, Professional Development, Curriculum and Instruction, Assessment,

or other as appropriate), as a Professional Learning Communities leader, or founding a new leadership position.

Professional Development

To support the implementation of the strategies designed within the Culminating Project, Rank 1 candidates must deliver information and training to other colleagues within school, as well as provide continual support in meeting project objectives as needed. Thus, an important component of the Culminating Project is the Professional Development (PD) Plan. The PD Plan is embedded within the project objectives as an opportunity for the Rank 1 student to demonstrate leadership by providing a professional development growth opportunity for teachers within their school. The plan must follow research-based methods of what constitutes effective professional development. These research-based methods are explored within the ED 705 curriculum.

Duration

Due to the project's intention of addressing a school-wide need, the duration of implementation is understood to be long-term and not completed within a semester. Thus, implementation begins following project approval and the completion of ED 701. The candidate's project timeline is designed to include details concerning progress monitoring towards goals, resources, professional development specifics, and other necessary information. As each timeline item is completed, candidates evaluate the effectiveness of component implementation on the progress report. The narrative progress report is due at the beginning of ED 705, and describes the current implementation progress according to timeline items and overall project objectives. The project is continued through ED 705 and in many cases, throughout the following year.

Format and Expectations

The Culminating Project is presented in a digital/electronic format and follows a concise order of contents. The project document is created in ED 701, then subject to editing and completion in

ED 705. Two presentations are embedded within the project process. The first presentation occurs in ED 701 and consists of sharing each project's details with course classmates prior to implementation. The second presentation builds upon the first and is presented to members of the candidate's school faculty or council. All project components must be submitted as specified (APA format as needed, double spacing, Times New Roman 12 Point Font, PDF) to successfully earn a score for ED 701 and ED 705. To ensure each project meets the expectations of course, rubric, and standards' criteria, candidates must earn a minimum score of a B on their overall project submissions for ED 701 (B/85) and ED 705 (B/196). For a candidate to implement a project and continue to enroll in ED 705, the minimum B must be earned in ED 701. In addition, candidates must score an overall average of a 2 or higher in each project component according to the KTPS/InTASC rubric upon their final project submission in ED 705 for successful course completion.

Culminating Project Component Schedule

To be completed in ED 701:

- Title Page
- Table of Contents
- Foundation
- Needs Assessment Data (examples listed below). Include a minimum of five (5) sources.
*Must be included within the minimum of five sources.

*Current CSIP	ACT
*School Report Card	MAP
Non-Academic Data	Others as appropriate

- Narrative Data Analysis (establish need for project)
- Proposal (plan for how the established need will be met)
- PowerPoint Presentation (delivered during the final 701 course meetings):
 - Introduction
 - School Setting (Foundation highlights)
 - Needs Assessment Data/Data Analysis
 - Project Description/Objectives
 - Activities and Timeline (Updated/Revised in 705)
 - PD Component

Summary (Revised in 705)
Next Steps (Optional/Revised in 705)

To be completed in ED 705:

- Narrative Progress Report (must be signed by the principal)
- Professional Development Plan
- Final Proposal and/or Implementation Status Report (updated and signed by the principal)
- Professional Growth Reflection
- Culminating Project Reflection
- PowerPoint Presentation (presented to school faculty) should include the following:
 - Introduction
 - School Setting (Foundation highlights)
 - Needs Assessment Data/Data Analysis
 - Project Description/Objectives
 - Activities and Timeline (Updated/Revised in 705)
 - PD Component
 - Summary (Revised in 705)
 - Next Steps (Optional/Revised in 705)
- Culminating Project Portfolio Due

Culminating Project InTASC Model Core Teaching Standards Alignment

- **Standard #1: Learner Development**
- **Standard #2: Learning Differences**
- **Standard #3: Learning Environments**
- **Standard #6: Assessment**
- **Standard #7: Planning for Instruction**
- **Standard #8: Instructional Strategies**
- **Standard #9: Professional Learning and Ethical Practice**
- **Standard #10: Leadership and Collaboration**

Campbellsville University School of Education Culminating Project Rubric

Campbellsville University Rank 1 Culminating Project Rubric

The Culminating Project offers Rank 1 candidates the opportunity to demonstrate leadership by implementing a research-based school-wide project formulated in response to an identified area of need. It is approved and monitored by the candidate's principal and university professor over the course of an academic year.

Component And Standard(s)	Ineffective Components lack organization, accuracy, reflection, application, or are missing.	Developing Components lack organization, reflection, thoughtful analysis, or accuracy.	Accomplished A candidate submits project components addressing criteria, but lacks extensive analytical or reflective thinking.	Exemplary A candidate submits organized, reflective project components.	Component Score
Candidate Title Page and Contents	Title and/or Table submitted with three or more missing or inaccurate pieces. 4 points	Title and/or Table of Contents submitted with two missing or inaccurate pieces. 6 points	Title and/or Table of Contents submitted with one missing or inaccurate piece. 8 points	Title page and Table of Contents contain all required information. 10 points	
					/10
Foundation KTPS/InTA SC 3(a, n), 9(i, m, n), 10(j, l, p) <i>Candidates evaluate the school's mission, areas of strength, and his/her role within the school on multiple levels (culture,</i>	School mission/vision is discussed without detail/reflection. Little information is provided concerning school strengths or candidate contribution. Analysis and reflection of information is missing in two or more areas.	Discusses the school's mission/vision, areas of strength, and other possible background information without elaboration/reflection. Contributions to school culture/climate, or academics may be present, but not specific.	Reflects upon the school's mission/vision, areas of strength, and other background information. Discusses how the candidate contributes to the school culture, mission, academics, or other areas.	A thorough reflection/analysis of the school's mission/vision, demographics/diversity overview, areas of strength, and other important background information. The candidate evaluates his/her contributions	

<i>academics, professional growth plan).</i>				to the mission through leadership to school culture, academics, and other areas that align with professional growth plan goals.	
	5 points	10 points	15 points	20 points	
					/20
Needs Assessment <i>A one to two-page sample of each piece of chosen school data (5 pieces minimum, including CSIP and School Report Card)</i>	Less than four source samples are present. School Report Card and CSIP included as sources. 4 points	Four source samples are present. School Report Card and CSIP included as sources. 6 points	Samples of 5 sources are present. School Report Card and CSIP included as sources. 8 points	Samples (1-2 pages) of more than five sources are present. School Report Card and CSIP included as sources. 10 points	
					/10
Data Analysis Narrative KTPS/InTA SC 6(l) <i>Analysis of each source of data (percentages, ratings) and discusses conclusions and trends. Details how the data</i>	Narrative provides details of fewer than five sources of school data (SIP and Report Card included) and provides little or no explanation of how the data supports the need for the project. 	Narrative provides details and an analysis of fewer than five sources of school data (SIP and Report Card included). An evaluation of how the data supports the need for the project is present. 	Narrative provides details and an analysis of five sources of school data (SIP and Report Card included). An evaluation of how the data supports the need for the project is given. 	Narrative provides appropriate details (percentages /ratings) and an in-depth analysis of five or more sources of school data (SIP and Report Card included). A conclusion outlines how the data supports the 	

<i>supports the need for the project.</i>				need for the project.	
	5 points	10 points	15 points	20 points	
					/20
Proposal KTPS/InTA SC 1(c), 7(a, e, m), 8(b), 9(k), 10(b, c, i, k, q, t) <i>A comprehensive plan supported by data and approved by the principal and university professor.</i>	More than one proposal template component is incomplete: description of project need based on data/sources, objectives, assessments, timeline, sharing of results or approval and signature of principal.	One proposal template component is incomplete: description of project need based on data/sources, objectives, assessments, timeline, sharing of results or approval and signature of principal.	Proposal template components are complete (description of project need based on data/sources, objectives, assessments, timeline, leadership role, sharing of results) with approval and signature of principal.	Proposal template components are complete (thorough description of project need based on data/sources, objectives, assessments, timeline, leadership role, resource list, sharing of results) with approval and signature of principal.	
	25 points	30 points	35 points	40 Points	
					/40
Progress Report KTPS/InTA SC 8(b), 9(c), 10(c) <i>Description of progress towards project objectives.</i>	The report discusses the state of the project without providing specific information concerning the progress towards each objective.	A discussion of project details is present with little information concerning how the goals have been met or measured.	A discussion of progress made toward each objective is present, with details concerning updates to activities or other project items.	A thorough evaluation of the progress made toward each objective completion. If alterations to the timeline or substance of activities were adjusted, a rationale is present.	
	5 points	10 points	15 points	20 points	
					/20
Professional Development (PD)	PD plan does not follow the design of an effective	PD plan does not follow the design of an effective	PD plan follows the design of an effective PD format with	PD plan follows the design of an effective PD	

Plan KTPS/InTA SC 10(b, i, k) <i>A research-based plan delivered by the candidate and embedded within the project.</i>	PD format AND provides little detail on how the candidate's Culminating Project strategy/activities are embedded within the plan. 5 points	PD format OR provides little detail on how the candidate's Culminating Project strategy/activities are embedded within the plan. 10 points	details according to how the candidate's Culminating Project activities/strategies are best suited to be delivered within this format. 15 points	format with a rationale and details according to how the candidate's Culminating Project activities/strategies are best suited to be delivered within this format. 20 points	
					/20
Professional Growth Reflection KTPS/InTA SC 9(l, n) <i>Candidates reflect upon areas of professional growth concerning the project, leadership skills, and involvement in school objectives (SIP). It is shared via a media chosen by the candidate with others in the profession and may accompany the Culminating Project Reflection.</i>	Candidate provides a reflection upon areas of professional growth due to project activities, as well as a discussion of contributions toward school improvement plans. Candidate does not successfully publish the reflection to be shared with other professionals. 5 points	Candidate provides a reflection upon areas of professional growth due to project activities, as well as a discussion of contributions toward school improvement plans. Candidate successfully publishes the reflection to be shared with other professionals and provides the link/access. 10 points	Candidate provides a reflection upon areas of professional growth due to project activities, as well as an evaluation of contributions toward school improvement plans. Candidate successfully publishes the reflection to be shared with other professionals and provides the link/access. 15 points	Candidate provides an insightful reflection upon areas of professional growth/leadership due to project activities, as well as an evaluation of contributions toward school improvement plans. Candidate successfully publishes the reflection to be shared with other professionals and provides the link/access. 20 points	
					/20

<p>Culminating Project Reflection</p> <p>KTPS/InTA SC 9(l, n)</p> <p><i>Candidates reflect upon the process of developing the Culminating Project (beginning with the Foundation creation). It is shared via a media chosen by the candidate with others in the profession and may accompany the Professional Growth Reflection.</i></p>	<p>Little detail in the discussion of the project and possible improvements. May not discuss how the school could continue or learn from the project. Candidate does not successfully publish the reflection to be shared with other professionals.</p>	<p>Discussion of the overall project development process and possible improvements with little detail. May discuss how the school received the project or results. Candidate successfully publishes the reflection to be shared with other professionals and provides the link/access.</p>	<p>Analysis of the project development process. Details adjustments and possible improvements to the project. A discussion of how the project or results will be used by the school for future planning. . Candidate successfully publishes the reflection to be shared with other professionals and provides the link/access.</p>	<p>Thorough analysis of the project development process which details changes that were made to the project, insights into how it could be improved, and how it or the results will influence school improvement in the future. Candidate successfully publishes the reflection to be shared with other professionals and provides the link/access.</p>	
	5 points	10 points	15 points	20 points	
					/20
<p>Culminating Project Presentation</p> <p>KTPS/InTA SC 7(a, e, m), 8(b), 9(k), 10(b, c, i, k, q, t)</p> <p><i>Project details are presented to a qualifying school group in the proper format.</i></p>	<p>Presentation lacks two or more of the following requirements: approved format, correct template order, or accurate project information. Video is provided. (10 points for lack of video).</p>	<p>Presentation lacks one of the following requirements : approved format, correct template order, or accurate project information. Video evidence is provided.</p>	<p>Presentation is in an approved format, follows the template order of information, and provides the correct project information. Video evidence of the presentation is provided.</p>	<p>Presentation is in an approved format (PowerPoint, Prezi, or other) with a well-balanced design of images/ background/text), adheres to the template, and contains accurate</p>	

				project information. Video evidence of presentation is provided.	
	15 points	20 points	25 points	30 points	
					/30
Project Format and Component Completion	The final project is submitted in an unapproved format or with more than two missing components.	The final project is submitted, but one component is not present or format is incorrect.	The final project is submitted in an approved format (PDF), one or more spelling or grammatical errors are present, and all components are present.	The final project is submitted in an approved format (PDF), no spelling/grammatical errors are present, and all components are present.	
	5 points	10 points	15 points	20 points	
					/20
			Final Scores		
ED 701 Project in Progress Score (Title Page/Content, Foundation, Needs Assessment, Data Analysis Narrative, Proposal with signatures) Minimum Score: B/85					/100
Overall Culminating Project Score (assigned in ED 705) Minimum Score: B/196					/230

InTASC Culminating Project Standards and Ratings

ED 705 requirement:

Candidates must score an overall average of a 2 or higher in each project component according to the KTPS/InTASC rubric upon their final project submission in ED 705.

Rating Guide:

Candidates receive a rating for InTASC Standards associated with all Culminating Project components.

Exemplary (E)	Accomplished (A)	Developing (D)	Ineffective (I)
The candidate exhibits these traits, applies the ability, and reflects when appropriate.	The candidate demonstrates the traits described with further improvement needed concerning application/reflection.	The candidate is beginning to show an understanding of the traits, but needs further experience/resources concerning application.	The candidate lacks an understanding of the criteria and must seek resources to improve his/her understanding.

Foundation InTASC 3(a, n), 9(i, m, n), 10 (j, o, p)				
InTASC Standard	Rating			
3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.	E	A	D	I
3 (n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.	E	A	D	I
9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.	E	A	D	I
9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.	E	A	D	I
9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.	E	A	D	I
10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.	E	A	D	I

10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.	E	A	D	I
10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.	E	A	D	I

Data Analysis Narrative InTASC 6(l)				
InTASC Standard	Rating			
6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.	E	A	D	I

Proposal and Culminating Project Presentation InTASC 7(a, e, m), 8(b), 9(k), 10(b, c, i, k, q, t)				
InTASC Standard	Rating			
1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	E	A	D	I
7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	E	A	D	I
7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.	E	A	D	I
7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).	E	A	D	I
8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.	E	A	D	I
9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and systemwide priorities.	E	A	D	I

10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.	E	A	D	I
10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.	E	A	D	I
10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.	E	A	D	I
10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.	E	A	D	I
10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.	E	A	D	I
10(t) The teacher embraces the challenge of continuous improvement and change.	E	A	D	I

Progress Report InTASC 8(b), 9(c), 10(c)				
InTASC Standard	Rating			
8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.	E	A	D	I
9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	E	A	D	I
10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.	E	A	D	I

Professional Development Plan InTASC 10(b, i, k)				
InTASC Standard	Rating			
10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.	E	A	D	I
10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.	E	A	D	I

10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.	E	A	D	I
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Professional Growth and Culminating Project Reflections InTASC 9(l, n)				
InTASC Standard	Rating			
9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.	E	A	D	I
9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.	E	A	D	I