

Appendix A.2

Educational Leadership Program
California State University Channel Islands

FINAL ASSESSMENT

Professional Development/Field Work (EDPL 632, Fall, 2008 and Spring, 2009)

Requirements: The State of California and CSUCI expect Masters degree students and candidates for the Preliminary Administrative Services Credential to demonstrate mastery of knowledge and skills, as well as competence in application of knowledge and skills related to their field of study and to the Standards of Quality and Effectiveness for the Preliminary Administrative Services Credential.

Course Requirements: All applicants for the Preliminary Administrative Services Credential and candidates for the Masters degree must have completed all courses required for the credential and/or degree prior to and/or during the semester in which they demonstrate competence.

Definition: The Principals Leadership Program Portfolio, which contains all of the required elements of the summative evaluation, is the demonstration of competency for the Master of Arts in Education and the Preliminary Administrative Services Credential. The Portfolio takes the place of a final written or oral comprehensive examination at the end of this program.

Procedure: Please carry out the following tasks in preparing and presenting your portfolio. (See one page checklist for portfolio)

Portfolio materials will be organized into a loose-leaf binder with the following tabs, reflections, and examples:

- A cover sheet giving your name, position title, work site name, work site address, work telephone number, e-mail address, work supervisor's name, work address, work telephone number, e-mail address, and your CSUCI university coordinator and school district supervising administrator.
- A current brief resume.
- The Approved Program for Preliminary Administrative Services Credential Checklist showing grades achieved. (This will be completed by Extended Education Office.)
- A self-assessment showing entry level and current administrative knowledge and skill mastery on each of Standards of Competency.
- Chronology of field work and summary of professional development plan for courses EDPL 631 and 632.
- Specific evidence of your accomplishments that demonstrate your competence as an entry level school principal in each of the six competency areas:

Vision of Learning

Student Learning and Professional Growth

Organizational Management for Student Learning

Working with Diverse Families and Communities

Personal Ethics and Leadership Capacity

Political, Social, Economic, Legal and Cultural

Understanding

Please use one index tab for the Introductory Statement and one for each of the six themes. The Key Components are taken from the book *Moving Leadership Standards into Everyday Work* (2003) WestEd, San Francisco CA. This book is used as text in the courses Professional Development and Field Work (EDPL 631 and 632.)

Introductory Statement: A statement of your personal vision of leadership.

1. Vision of Learning.

A two (2-3) page paper that clearly presents the meaning of this standard, the importance of this standard in the work of the school principal/leader, the knowledge and skills needed to implement this standard, and a summary assessment of where you are in your professional preparation to practice this standard and the next steps in the development of your professional competence in this standard.

Key Components:

Develop a Shared Vision

Plan and Implement Activities around Vision

Allocate Resources to Support the Vision

For each key component present the following:

Evidence that you have grown in your understanding of the key component of this standard—integrate learning from course work and professional development. Address elements within the key components. Evidence that you developed the skills needed to implement this standard through application in your current education assignment. Address elements within the key components.

Evidence that you have developed the skills needed to meet this standard through application in coursework and fieldwork (simulations, cohort activities, and fieldwork.) Address elements within the key component.

2. Student Learning and Professional Growth

A two (2-3) page paper that clearly presents the meaning of this standard, the importance of this standard in the work of the school principal/leader, the knowledge and skills needed to implement this standard, and a summary assessment of where you are in your professional preparation to

practice this standard and the next steps in the development of your professional competence in this standard.

Key Components:

Develop School Culture and Ensure Equity
Guide the Instructional Program
Guide the Professional Development of Staff
Create and Utilize Accountability Systems

For each key component present the following:

Evidence that you have grown in your understanding of the key component of this standard—integrate learning from course work and professional development. Address elements within the key components. Evidence that you developed the skills needed to implement this standard through application in your current education assignment. Address elements within the key components.
Evidence that you have developed the skills needed to meet this standard through application in coursework and fieldwork (simulations, cohort activities, and fieldwork.) Address elements within the key component.

3. Organizational Management for Student Learning

A two (2-3) page paper that clearly presents the meaning of this standard, the importance of this standard in the work of the school principal/leader, the knowledge and skills needed to implement this standard, and a summary assessment of where you are in your professional preparation to practice this standard and the next steps in the development of your professional competence in this standard.

Key Components:

Ensure a Safe School Environment
Create an Infrastructure to Support Student Learning
Manage the School as a Learning Support System
Maintain Legal Integrity

For each key component present the following:

Evidence that you have grown in your understanding of the key component of this standard—integrate learning from course work and professional development. Address elements within the key components. Evidence that you developed the skills needed to implement this standard through application in your current education assignment. Address elements within the key components.

Evidence that you have developed the skills needed to meet this standard through application in coursework and fieldwork (simulations, cohort activities, and fieldwork.) Address elements within the key component.

4. Working with Diverse Families and Communities

A two (2-3) page paper that clearly presents the meaning of this standard, the importance of this standard in the work of the school principal/leader, the knowledge and skills needed to implement this standard, and a summary assessment of where you are in your professional preparation to practice this standard and the next steps in the development of your professional competence in this standard.

Key Components:

Collaborate to Incorporate the Perspective of Families and Communities
Establish and Manage Linkages between the Site and the Larger
Engage and Coordinate Support from Agencies

For each key component present the following:

Evidence that you have grown in your understanding of the key component of this standard—integrate learning from course work and professional development. Address elements within the key components. Evidence that you developed the skills needed to implement this standard through application in your current education assignment. Address elements within the key components.

Evidence that you have developed the skills needed to meet this standard through application in coursework and fieldwork (simulations, cohort activities, and fieldwork.) Address elements within the key component.

5. Personal Ethics and Leadership Capacity

A two (2-3) page paper that clearly presents the meaning of this standard, the importance of this standard in the work of the school principal/leader, the knowledge and skills needed to implement this standard, and a summary assessment of where you are in your professional preparation to practice this standard and the next steps in the development of your professional competence in this standard.

Key Components:

Maintain Ethical Standards of Professionalism
Guide Sound Courses of Action Using Pertinent, State of the Art Methods
Model Reflective Practice and Continuous Growth
Sustain Professional Growth and Effort

For each key component present the following:

Evidence that you have grown in your understanding of the key component of this standard—integrate learning from course work and professional development. Address elements within the key components.

Evidence that you developed the skills needed to implement this standard through application in your current education assignment. Address elements within the key components.

Evidence that you have developed the skills needed to meet this standard through application in coursework and fieldwork (simulations, cohort activities, and fieldwork.) Address elements within the key component.

6. Political, Social, Economic, Legal and Cultural Understanding

A two (2-3) page paper that clearly presents the meaning of this standard, the importance of this standard in the work of the school principal/leader, the knowledge and skills needed to implement this standard, and a summary assessment of where you are in your professional preparation to practice this standard and the next steps in the development of your professional competence in this standard.

Key Components:

Engage with Policy Environment to Support School Success

Interact with Stakeholders

Incorporate Input from the Public

For each key component present the following:

Evidence that you have grown in your understanding of the key component of this standard—integrate learning from course work and professional development. Address elements within the key components. Evidence that you developed the skills needed to implement this standard through application in your current education assignment. Address elements within the key components.

Evidence that you have developed the skills needed to meet this standard through application in coursework and fieldwork (simulations, cohort activities, and fieldwork.) Address elements within the key component.

7. Reflective Essay: a reflective essay summarizing your strengths, needs for continuing professional growth, and your specific professional development plans (what, how and when) for the next two years.
Build the professional development plan around continued development of the Standards of Competency and Performance. (Standards 1-6)

8. Due date for Portfolios: April 17, 2009. After review of your portfolio the candidate will meet with the university coordinator and supervising administrator to discuss the supervising administrators recommendation for the credential. Following this meeting the university coordinator will sign off on your demonstration of competence, accepting your portfolio as the final evaluation of your program pending completion of all course work. If additional work is required the University Coordinator will specify areas

needing improvement, recommended action steps and a timeline for completion.

All work must be completed before a candidate is recommended for a credential.

	Excellent	Satisfactory	Needs Improvement
Reflective Papers on Each Standard	Depth of understanding based on breadth of research and application to work of principal. Professional development plan integrates advanced level work with future development.	Clearly understands the meaning and importance of the standard to the work of the principal. Professional development integrates self-assessment and clearly defined steps for future development	Limited understanding of the meaning and importance of the standard in the work of the principal. Professional development plan does not integrate self assessment and future development plans.
Integration of learning from courses and professional development	Evidence shows creative integration in linking learning from courses and a range of professional development to the key component. Addresses all elements within the key component.	Evidence shows some breadth and depth in linking learning from course work and professional development to the key component. Clear linkage to most elements within the key component.	Limited evidence in linking course work to the key components. Limited integration of professional development to standard. Lack of reference to elements within the key component.
Application of standard in current assignment	Evidence shows depth and breadth integrating the key component into current work as an educator. Applies many elements within the key component to current assignment	Evidence shows relevant, though limited, application integrating the key component into current work as an educator. Applies or references some elements within key component.	Evidence shows very limited application integrating the key component into current work as an educator. Does not apply or reference key elements with key component.
Application of standard in field work or course work	Evidence shows direct application of the standard in fieldwork activity with analysis linked to meaning and importance of the key component. Elements are evident. Application is at advanced level.	Evidence shows direct, though limited in depth, application integrating the key component fieldwork and coursework. Activity is at novice level performance with recognition of need for growth.	Evidence shows indirect or very limited application integrating the key component into fieldwork and coursework. Elements are not evident. Activity is at beginner level without recognition of need for growth.
Professional Development Plan	Plan shows self-assessment and reflection leading to a logical sequence of activities that demonstrate depth of understanding and careful planning. Plan is challenging	Plan shows self-assessment and reflection leading to a logical sequence of activities based on a developing level of understanding of professional growth. Plan is challenging	Plan fails to link self-assessment and reflection to a logical sequence of activities based on an understanding of professional growth. Plan is not challenging
Mechanics	<p>All components are present and match the order given in checklist. Portfolio is reader friendly and easily accessible.</p> <p>Each standard has a well written reflection on the standard.</p> <p>Writing demonstrates excellent prose style with no grammatical errors.</p> <p>Includes a self-assessment showing entry level and current level of administrative knowledge and skill mastery using the Portfolio Personal Assessment.</p> <p>Evidence presented and contents of portfolio is clearly focused showing thoughtful selection and relevance to the standards.</p>	<p>All components are present and match the order given in the checklist. Portfolio is reader friendly and easily accessible.</p> <p>Each standard has a well written reflection on the standard.</p> <p>Writing demonstrated satisfactory prose style and no more than two grammatical errors.</p> <p>Includes a self-assessment showing entry level and current level of administrative knowledge and skill mastery using the Portfolio Personal Assessment.</p> <p>Evidence presented and contents of portfolio is focused showing thoughtful selection and relevance to the standards.</p>	<p>Some components are missing or do not match the checklist. Portfolio is difficult to access.</p> <p>One or more of the reflections are poorly written. Writing demonstrates unsatisfactory prose style and more than two grammatical errors.</p> <p>Self-assessment of administrative knowledge and skill mastery using the Portfolio Personal Assessment is missing or incomplete.</p> <p>Evidence presented and contents of portfolio is unfocused showing casual selection and lack of relevance to the standards.</p>

