

Assessment 1 (required) - Content Knowledge:
Assessment of content knowledge in Educational Leadership
Section IV – Evidence for Meeting Standards
Educational Leadership Portfolio

1. Description of the assessment and use in the program

The *Educational Leadership Portfolio* assessment is the final overall assessment of both content knowledge and skills for the Masters and Post-Masters Educational Leadership Initial Certification Program. The state of New Hampshire does not use any standardized assessment such as the Praxis 2, so the Educational Leadership Program uses this assessment to document candidates' attainment of content knowledge in educational leadership. This assessment is holistic and takes into account the documentation of the entire experience of a candidate in the program and provides an overall assessment of the content knowledge at the end of the program.

Candidates are required to provide a "cover sheet" for each artifact in the portfolio which includes an identification of the standard(s) it addresses as well as a reflection about how it meets the standard. The assessor will look at the artifacts and corresponding reflections for each ELCC area, and use the rubric to assess overall mastery of the standard based on a collection of artifacts and reflections for each standard. It is not a repeat assessment of individual artifacts but a review of artifacts in each standard area as a set of multiple assessments that in their entirety provide evidence of the mastery of a given standard. It should be noted that candidates receive ongoing support in development of the portfolio throughout the program and at various key junctures during their internship experience. Each candidate is required to include both course and internship assignments and opportunities which are designed to meet ELCC Content Standards. Candidates may also provide supplementary artifacts to enhance the content they provide to show overall mastery of a standard.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III

Standard 1: Moving the Vision

This assessment addresses the following key components of the standard and when taken as a whole show understanding of the principles and theories in educational leadership, the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Standard 2: Creating a Positive Learning Environment

This assessment addresses the following key components of the standard and when taken as a whole show understanding and respect for the uniqueness of individuals; knowledge and experiences about the developmental differences and similarities between and among individuals with and without disabilities and the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 3: Managing With Flexibility

This assessment addresses the following key components of the standard and when taken as a whole show an understanding, knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4: Public Support

This assessment addresses the following key components of the standard and when taken as a whole show an understanding, a knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5 *Moral Courage and Acting in an Ethical Manner*

This assessment addresses the following key components of the standard and when taken as a whole demonstrates that the candidate is an educational leader who has the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6 *Understanding the Larger Context*

This assessment addresses the following key components of the standard and when taken as a whole show an understanding, a knowledge and ability to promote the success of all students by responding to, and influencing the larger political, social, economic, legal, and cultural context.

Data will be collected during the 2006-2007 academic year and reported in June 2007

5. ATTACHMENT (A)

Assessment 1 (required) – Assessment Tool or Description of the Assignment

Educational Leadership Portfolio

Instructions for Candidates

KEENE STATE COLLEGE
EDUCATIONAL LEADERSHIP PROGRAM
PORTFOLIO DEVELOPMENT

***Guidelines for
Preparing Your KSC Educational Leadership Portfolio***

The KSC Educational Leadership Program is guided by national and New Hampshire standards set forth by the ELCC/NCATE and the New Hampshire Department of Education. In addition, candidates are expected to show an understanding of special education as documented by reference to the CEC standards. Within each of the 6 ELCC content standards there are specific knowledge and skills competencies. Since each of the interns in this program enter with a range of experiences in education and special education, it is important for all interns to assess their knowledge and skills upon entry into the program, while participating in the program; and upon exit of the program. The portfolio will be the vehicle for the documentation of your professional development as school leader which includes the ongoing tracking of your progress in the context of the 6 ELCC/NCATE Content Standards. You will receive feedback and support from your KSC Supervisor and Mentor about your progress in the program and documentation of progress in the portfolio. This feedback will be provided during the beginning, middle, and end of Internship so that you have enough feedback to know how you are progressing in the program and where you may or may not have to focus your energy. The Educational Leadership Portfolio Rubric will be used as a guide for ongoing feedback and final evaluation.

A. Portfolio Preparation: Special Education Initial Self-Assessment (completed pre-Internship I, summer)

From the beginning of the program up through the Internship, Aspiring Principals will self-assess their knowledge and skills in each of the 6 ELCC/NCATE Content Standards and the CEC Standards. Since APs in this program have a diversity of experiences working in schools in general, this self-assessment will assist the KSC Supervisor to gauge your unique knowledge, experience and skills as you enter into the program, and will also provide a way for you to gain an in-depth knowledge of the ELCC standards that represent national consensus of the knowledge and skills expected of beginning school principals. Thus, it will be important as you write your self-assessment under each standard to use the language of the standard in your descriptions. It will be helpful for you to spend some time reading and reflecting on each standard so that you can appropriately self-assess your knowledge and skills. Your personal learning plan is a tool to help you keep track of the experiences and opportunities you have had or need to have.

B. Portfolio Organization and Documentation of Competence

A second task for you to complete at the start of the program is to purchase and organize a 5" binder that includes a Tab labeled **Section I** and a Tab labeled **Section II**. Under the Section I Tab, you will place a copy of the **ELCC Standards and Artifacts Chart** (see next page) as well as a working copy of your personal learning plan. Although not required, you might find it helpful to print out and insert a copy of the **ELCC Standards** in your notebook under Section I, since you will need to refer to these frequently as you work on your portfolio.

Section I: ELCC Standards and Artifacts Chart (see attached chart)

On this chart you will list all the artifacts that you collect while you are participating in the program. All graded assignments in courses and internships (unless otherwise noted) will be included as artifacts in the portfolio as well as other artifacts that you choose to supplement your demonstration of competency for meeting the ELCC standards. Supplemental artifacts might include, for example, specific training you have received or work experiences. You will be provided with additional guidelines for the types of artifacts that can be included and the procedure for documenting these experiences).

Section II: Artifacts

- A. Course and Internship Artifacts (required)
- B. Supplemental Artifacts (will be based on individual experiences and used to enhance your demonstration of competency)

Guidelines for Artifact Preparation for Inclusion in the Portfolio

For the purposes of the portfolio, an “artifact” is a product that documents experience, reflection, research, skills, and/or knowledge you have acquired during the process of becoming a school leader. Including and documenting an artifact in the portfolio consists of three steps:

- (1) Examine your artifact and determine which of the ELCC standards are applicable to the artifact. (In many if not most cases, the artifact will be relevant to several standards, and will have greater relevance to some standards than others.) List the artifact in the left-hand column of the *ELCC Standards and Artifacts Chart*, and check all standards to which it has application.
- (2) Prepare a “cover sheet” for the artifact (see attached *Individual Artifact Cover Sheet*). The cover sheet is a one-page document that includes a brief description of the assignment/artifact, a description of how the artifact addresses the standard(s), and a statement that supports the value of the artifact as evidence toward your mastery of the standard. The cover sheet should be headed by the title for the artifact (e.g. Final Exam, or research paper and title of the paper), the course in which it was completed, and the ELCC standards and General Curriculum Knowledge and Skills indicators that it addresses. (Note: if the artifact you submit reflects “minimal” evidence of mastery – for example a “C” grade on a research paper – be honest about your weaknesses. At the completion of the program, your Advisor may suggest that you weed out your less impressive artifacts if you collect more convincing evidence of ability to meet standards.
- (3) Behind the cover sheet, insert the artifact which should consist of **the final product, including any feedback from instructor, and grade from the instructor of the course.** (If the document is not paper-based—e.g. a videotape or CD-ROM—include a one-page description of the artifact, a copy of any comments from the instructor and grade received, and keep the physical product as an attachment to your Portfolio binder.

NOTE: You will be provided with ongoing support and guidance during the development of the portfolio.

C. Final Review and Evaluation of the Educational Leadership Portfolio

The final review of the portfolio will encompass your ability to document competency in the 6 ELCC Content Standard areas while participating in the KSC Educational Leadership Program. Throughout the program you will meet regularly with your KSC Supervisor to prepare you for the final evaluation in the context of the *School Leadership Portfolio Rubric* (see attached rubric). The final review and evaluation will be conducted during Finals Week of Internship II where you will also be exhibiting your portfolio for all interns in the program. The *Educational Leadership Portfolio Rubric* will be used to rate your performance in each of the 6 ELCC Content Standard areas and the Special Education standards.

SCORING CRITERIA

A minimum score of 14 is required to pass your portfolio requirement in the Educational Leadership Program. Furthermore, a candidate must “meet expectations” on all 7 standards for successful completion of the portfolio. This score in combination with your Internship Evaluation will be utilized to determine your successful completion of the Educational Leadership Program. Your scores will be listed in the table below.

KEENE STATE COLLEGE
EDUCATIONAL LEADERSHIP
PORTFOLIO

Individual Artifact Cover Sheet

Title of Artifact	Date Completed
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Grade (if applicable)	Origin of Artifact (e.g., course, internship, work experience)
ELCC Content Standard(s) (Boldface standards addressed) 1 2 3 4 5 6	List ELCC Knowledge and Skills Codes Addressed by Artifact

Description of Artifact

Reflect about how the artifact addresses the standard(s) including a statement that supports the value of the artifact as evidence toward your mastery of the standard

ATTACHMENT B

Assessment 1 (required) – Scoring Guide for the Assessment

Special Educator Portfolio

KEENE STATE COLLEGE
EDUCATIONAL LEADERSHIP PROGRAM
EDUCATIONAL LEADERSHIP PORTFOLIO EVALUATION

OVERVIEW

The final review of the portfolio encompasses your ability to document competency in the 6 ELCC Content Standard areas as well as a basic understanding of the special education standards(CEC) while participating in the KSC Educational Leadership Program. Throughout the program you will be meeting regularly to prepare you for the final evaluation in the context of the *Educational Leadership Portfolio Rubric*. This evaluation will be conducted during Finals Week of Internship II where you will also be exhibiting your portfolio for all interns in the program. The *Educational Leadership Portfolio Rubric* will be used to rate your performance in each of the 6 ELCC Content Standard areas and an overall assessment of the CEC standards.

SCORING CRITERIA

A minimum score of 14 is required to pass your portfolio requirement in the Educational Leadership Program. Scores will be determined based on the rubric below. Furthermore, a candidate must “meet expectations” on all ten standards for successful completion of the portfolio. This score in combination with your Internship Evaluation will be utilized to determine your successful completion of the Internship and Educational Leadership Program. Your scores will be listed in the table below.

ELCC STANDARD	1 NEEDS IMPROVEMENT	2 MEETS EXPECTATIONS	3 EXCEEDS EXPECTATIONS
ELCC STANDARD ONE: MOVING THE VISION			
ELCC STANDARD TWO: CREATING A POSITIVE LEARNING ENVIRONMENT			
ELCC STANDARD THREE: MANAGING WITH FLEXIBILITY			
ELCC STANDARD FOUR: PUBLIC SUPPORT			
ELCC STANDARD FIVE: MORAL COURAGE AND ACTING IN AN ETHICAL MANNER			
ELCC STANDARD SIX: UNDERSTANDING THE LARGER CONTEXT			
CEC STANDARDS: SPECIAL EDUCATION			

FINAL PORTFOLIO SCORE: _____

OVERALL COMMENTS AND SUGGESTIONS:

KEENE STATE COLLEGE
EDUCATIONAL LEADERSHIP
PORTFOLIO RUBRIC

ELCC/NCATE CONTENT STANDARD	1 NEEDS IMPROVEMENT	2 MEETS EXPECTATIONS	3 EXCEEDS EXPECTATIONS
ELCC STANDARD ONE MOVING THE VISION	1. Submitted artifacts reflect average or below average academic performance, and are not supplemented by meaningful documentation and reflection. Artifacts taken together do not provide convincing evidence of candidate mastery of the following elements of the standard: -development of a vision - an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change. -articulating a vision using data -implement a vision -effective communication skills to develop a shared vision -promote the vision amongst the greater community	2. Submitted artifacts reflect average or above average academic performance and meaningful documentation and reflection are provided for all elements of the standard described below. Artifacts taken together demonstrate <u>candidate mastery</u> of the following elements of the standard: - development of a vision - an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change. -articulating a vision using data -implement a vision -effective communication skills to develop a shared vision -promote the vision amongst the greater community	3. Submitted artifacts reflect superior academic performance, and thoughtful and meaningful documentation and reflection are provided for all elements of the standard below. Artifacts taken together demonstrate <u>impressive candidate mastery</u> of the following elements of the standard: - development of a vision - an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change. -articulating a vision using data -implement a vision -effective communication skills to develop a shared vision -promote the vision amongst the greater community

ELCC STANDARD TWO: CREATING A POSITIVE LEARNING ENVIRONMENT	1. Submitted artifacts reflect average or below average academic performance, and are not supplemented by meaningful documentation and reflection. Artifacts taken together do not provide convincing evidence of candidate mastery of the following elements of the standard: - show an understanding and respect for the uniqueness of individuals -does reveal knowledge and experiences about developing a school culture -show a consistent understanding of the interplay between school culture, effective instruction, teacher supervision and student learning -show skills to create comprehensive professional development plans	2. Submitted artifacts reflect average or above average academic performance and meaningful documentation and reflection are provided for all elements of the standard described below. Artifacts taken together demonstrate <u>candidate mastery</u> of the following elements of the standard: - show an understanding and respect for the uniqueness of individuals -does reveal knowledge and experiences about developing a school culture -show a consistent understanding of the interplay between school culture, effective instruction, teacher supervision and student learning -show skills to create comprehensive professional development plans	3. Submitted artifacts reflect superior academic performance, and thoughtful and meaningful documentation and reflection are provided for all elements of the standard below. Artifacts taken together demonstrate <u>impressive candidate mastery</u> of the following elements of the standard: - show an understanding and respect for the uniqueness of individuals -does reveal knowledge and experiences about developing a school culture -show a consistent understanding of the interplay between school culture, effective instruction, teacher supervision and student learning -show skills to create comprehensive professional development plans
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ELCC STANDARD THREE: MANAGING WITH FLEXIBILITY	1. Submitted artifacts reflect average or below average academic performance, and are not supplemented by meaningful documentation and reflection. Artifacts taken together do not provide convincing evidence of candidate mastery of the following elements of the standard: -show understanding and knowledge about managing resources to promote student learning -demonstrate an ability to effectively manage time -show a consistent grasp of how to apply legal principles to maintain a safe environment -show how to create, maintain and organize a budget that promotes one's vision -demonstrates an ability to use appropriate technologies for management purposes	2. Submitted artifacts reflect average or above average academic performance and meaningful documentation and reflection are provided for all elements of the standard described below. Artifacts taken together demonstrate <u>candidate mastery</u> of the following elements of the standard: -show understanding and knowledge about managing resources to promote student learning -demonstrate an ability to effectively manage time -show a consistent grasp of how to apply legal principles to maintain a safe environment -show how to create, maintain and organize a budget that promotes one's vision -demonstrates an ability to use appropriate technologies for management purposes	3. Submitted artifacts reflect superior academic performance, and thoughtful and meaningful documentation and reflection are provided for all elements of the standard below. Artifacts taken together demonstrate <u>impressive candidate mastery</u> of the following elements of the standard: -show understanding and knowledge about managing resources to promote student learning -demonstrate an ability to effectively manage time -show a consistent grasp of how to apply legal principles to maintain a safe environment -show how to create, maintain and organize a budget that promotes one's vision -demonstrates an ability to use appropriate technologies for management purposes
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ELCC STANDARD FOUR: PUBLIC SUPPORT	1. Submitted artifacts reflect average or below average academic performance, and are not supplemented by meaningful documentation and reflection. Artifacts taken together do not provide convincing evidence of candidate mastery of the following elements of the standard: -the knowledge, skills and ability to collaborate with families and the community including: -effective outreach strategies -involving stakeholders in school based decision making process -the knowledge, skills and ability to respond to community interests and needs including: - capitalizing on the diversity of the community to improve school programs -the knowledge, skills and ability to mobilize the community to address the needs of the learner in schools	2. Submitted artifacts reflect average or above average academic performance and meaningful documentation and reflection are provided for all elements of the standard described below. Artifacts taken together demonstrate <u>candidate mastery of the following elements of the standard</u>: --the knowledge, skills and ability to collaborate with families and the community including: -effective outreach strategies -involving stakeholders in school based decision making process -the knowledge, skills and ability to respond to community interests and needs including: - capitalizing on the diversity of the community to improve school programs -the knowledge, skills and ability to mobilize the community to address the needs of the learner in schools	3. Submitted artifacts reflect superior academic performance, and thoughtful and meaningful documentation and reflection are provided for all elements of the standard below. Artifacts taken together demonstrate <u>impressive candidate mastery of the following elements of the standard</u>: -the knowledge, skills and ability to collaborate with families and the community including: -effective outreach strategies -involving stakeholders in school based decision making process -the knowledge, skills and ability to respond to community interests and needs including: - capitalizing on the diversity of the community to improve school programs -the knowledge, skills and ability to mobilize the community to address the needs of the learner in schools
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ELCC STANDARD FIVE MORAL COURAGE AND ETHICAL BEHAVIOR	1. Submitted artifacts reflect average or below average academic performance, and are not supplemented by meaningful documentation and reflection. Artifacts taken together do not provide convincing evidence of candidate mastery of the following elements of the standard: -a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. - the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others - the ability to make and explain decisions based upon ethical and legal principles -the ability to make the hard but necessary decisions in spite of personal interest, gain or consequence	2. Submitted artifacts reflect average or above average academic performance and meaningful documentation and reflection are provided for all elements of the standard described below. Artifacts taken together demonstrate <u>candidate mastery</u> of the following elements of the standard: -a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. - the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others - the ability to make and explain decisions based upon ethical and legal principles -the ability to make the hard but necessary decisions in spite of personal interest, gain or consequence	3. Submitted artifacts reflect superior academic performance, and thoughtful and meaningful documentation and reflection are provided for all elements of the standard below. Artifacts taken together demonstrate <u>impressive candidate mastery</u> of the following elements of the standard: -a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. - the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others - the ability to make and explain decisions based upon ethical and legal principles -the ability to make the hard but necessary decisions in spite of personal interest, gain or consequence
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ELCC STANDARD SIX UNDERSTANDING THE LARGER CONTEXT	1. Submitted artifacts reflect average or below average academic performance, and are not supplemented by meaningful documentation and reflection. Artifacts taken together do not provide convincing evidence of candidate mastery of the following elements of the standard: -show an understanding of how political, social, economic, legal and cultural contexts may influence the work in -Show the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning -ability to communicate with members of a school community concerning trends, issues, and potential changes -Show the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws	2. Submitted artifacts reflect average or above average academic performance and meaningful documentation and reflection are provided for all elements of the standard described below. Artifacts taken together demonstrate <u>candidate mastery</u> of the following elements of the standard: -show an understanding of how political, social, economic, legal and cultural contexts may influence the work in -Show the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning -ability to communicate with members of a school community concerning trends, issues, and potential changes -Show the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws	3. Submitted artifacts reflect superior academic performance, and thoughtful and meaningful documentation and reflection are provided for all elements of the standard below. Artifacts taken together demonstrate <u>impressive candidate mastery</u> of the following elements of the standard: -show an understanding of how political, social, economic, legal and cultural contexts may influence the work in -Show the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning -ability to communicate with members of a school community concerning trends, issues, and potential changes -Show the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws
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