

Assessment 1 (required) – Licensure Assessment or Other Content-Based Assessment
Section IV – Evidence for Meeting Standards

Content Based Educational Leadership Portfolio Review

1. Description of the assessment and use in the program

Description of the Assessment Tool

The Content Based Educational Leadership Portfolio assessment is the final overall assessment of content knowledge for the Educational Leadership Program and serves this purpose in addressing requirements for Assessment 1. It also serves a broader role in the program as an overall documentation of candidate knowledge, skills, and dispositions. The state of New Hampshire does not use the PRAXIS II, 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. The portfolio based nature of this evaluation provides a complete assessment as it shows how the candidate grows throughout involvement in the program and how competency is achieved upon completion.

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. (Assessors will not reevaluate artifacts, but will apply prior grades or scores awarded to the scoring of the portfolio, as demonstrated by the rubric in Section 5b below). It should be noted that candidates receive ongoing support in development of the portfolio throughout the program and at various key junctures during the internship experiences. Each candidate is required to include both course and internship assignments which are designed to meet and exceed ELCC content standards. Candidates may also provide supplementary artifacts to enhance the content provided to show overall mastery of a standard.

Use in the Program

In the first course in the program, EDUCEL 621: Organizational Leadership, candidates are introduced to the ELCC standards, the portfolio framework, and the Personal Learning Plan format. Each candidate is provided with a Personal Learning Plan which includes the ELCC standards in a format where candidates can track activities by standard for the portfolio. Specifically, this vehicle provides a simple and visual format for the candidate and the professor to track his/her time and progress in each standard area. It is especially helpful in illustrating areas where significant time has been spent and where more activity is needed. The Learning Plan is utilized each semester by the candidate and the professor to discuss strengths and weaknesses in the candidates' experiences as well as a guide for future opportunities.

Candidates must meet expectations for each standard in order to be successful on the Content Based Educational Leadership Portfolio. Formal as well as informal reviews of the portfolio take place throughout the program and plans are developed with candidates to remediate unsuccessful attempts to meet the requirements of the standards. Formal reviews take place at the end of each semester, and informal reviews are ongoing throughout the program. In some cases students will not be permitted to move forward in the program if at various portfolio review meetings progress is not adequate. 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.

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

The assessment has been created in direct alignment to each of the **6 ELCC standards** to reflect the extent of content knowledge across standards.

Standard 1

This assessment addresses the following key components of the standard and, when taken as a whole, assesses a candidate's understanding of how a vision can be developed to promote success of all learners, articulated to various stakeholders in the school and community, and implemented effectively in a school system. The stewardship component of a school vision which involves various ways to communicate and nurture a vision as it is implemented is also emphasized.

Standard 2

This assessment addresses the following key components of the standard and, when taken as a whole, assesses a candidate's understanding of how to promote a positive school climate while capitalizing on diversity and develop and use effective practices from design through implementation which promote the use of technology where appropriate. This tool reflects the design of comprehensive professional growth plans which include observations and reflection to promote life-long learning.

Standard 3

This assessment addresses the following key components of the standard and, when taken as a whole, assesses a candidate's understanding of how to manage the organization through data-based decision-making, partnerships, and technology with an emphasis on issues of equity, effectiveness, and efficiency. It also reflects issues of managing operations and resources both short-term and long-term including planning, legal, and communication issues.

Standard 4

This assessment addresses the following key components of the standard and, when taken as a whole, assesses a candidate's understanding of the importance of collaboration with families, community members, and agency personnel, as well as being responsive to community interests and needs. Additionally, the tool reflects issues of outreach to the community including public relations and the use of research based knowledge to guide outreach efforts.

Standard 5

This assessment addresses the following key components of the standard and, when taken as a whole, assesses a candidate's understanding of standards of ethics, integrity, and fairness, and show respect for the rights of others, sensitivity to diversity, and understanding of legal principles.

Standard 6

This assessment addresses the following key components of the standard and, when taken as a whole, assesses a candidate's knowledge of organizational theories (e.g., systems change theories), policies, societal/political influences, research methodology, and legal standards and how these impact the operation of a school system. Additionally, this tool shows the responsiveness necessary to address issues both within and outside the sphere of the school community.

3. A brief analysis of data findings

4. Interpretation of how data provide evidence for meeting standards

Data will be collected during the 2009-2010 academic year and reported in June 2010 in the Education Department TK20 system.

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Section IV – Evidence for Meeting Standards

Content Based Educational Leadership Portfolio Review

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. Within each of the 6 ELCC content standards there are specific knowledge and skills competencies. Since each of the candidates in this program enter with a range of experiences in education, it is important for everyone 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 progress in the context of the 6 ELCC/NCATE content standards. You will receive feedback and support from your KSC supervisor and cooperating professional in the field regarding your progress in the program and the documentation of progress in the portfolio. This feedback will be provided during the beginning, middle, and end of your internship so that you have enough feedback to know how you are progressing in the program and where you may or may not need to focus your energy. The Educational Leadership Portfolio Rubric will be used as a guide for ongoing feedback and final evaluation.

A. Portfolio Preparation:

From the beginning of the program up through the internship, candidates will self-assess their knowledge and skills in each of the 6 ELCC/NCATE content standards. Since candidates in this program have a diversity of experiences working in schools in general, this self-assessment will assist the KSC faculty 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 time reading and reflecting on each standard in order to appropriately assess your own knowledge and skills.

B. Portfolio Organization and Documentation of Competence

At the start of the program you will need to purchase and organize a 5” binder that includes a tab labeled **Section I** and a tab labeled **Section II**. Under Section I, you will place a copy of the **ELCC Standards and Artifacts Chart** (see next page including any other relevant guidance information including your Individual Learning Plan and relevant orientation materials. Section II will include course, internship, and supplemental artifacts in chronological order.

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.

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 learning to be a school leader. 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, faculty 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 the grade received and any feedback 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 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 KSC faculty 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.

SCORING CRITERIA

A minimum score of 12 is required to pass your portfolio requirement in the Educational Leadership Program. Furthermore, a candidate must “meet expectations” on all 6 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 a summary table (see Educational Leadership Portfolio Evaluation Summary).

KEENE STATE COLLEGE
EDUCATION LEADERSHIP PROGRAM
ELCC Standards and Artifacts

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, and how it will inform your future practice.

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Scoring Guide for the Assessment
Content Based Educational Leadership Portfolio Review

KEENE STATE COLLEGE
 EDUCATIONAL LEADERSHIP PROGRAM
EDUCATIONAL LEADERSHIP PORTFOLIO EVALUATION SUMMARY

OVERVIEW

The final review of the portfolio encompasses 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 be meeting regularly to prepare 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.

SCORING CRITERIA

A minimum score of 12 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 six 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
STANDARD ONE			
STANDARD TWO			
STANDARD THREE			
STANDARD FOUR			
STANDARD FIVE			
STANDARD SIX			

FINAL PORTFOLIO SCORE: _____/18

Needs Improvement (0-11); Meets Expectations (12-15); Exceeds Expectations (16-18)

OVERALL COMMENTS AND SUGGESTIONS:

KEENE STATE COLLEGE
EDUCATIONAL LEADERSHIP
PORTFOLIO RUBRIC

DIRECTIONS: EXAMINE EACH INDIVIDUAL ELEMENT FOR EACH ELCC STANDARD AREA AND THEN PROVIDE AN OVERALL RATING FOR EACH OF THE 6 CEC STANDARD AREAS USING THE SAME RATING.

ELCC/NCATI 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: -develop a vision - demonstrate 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 is inconsistent. -articulate a vision using data -implement a vision -use 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 candidate <u>mastery</u> of the following elements of the standard: -develop a vision - demonstrate 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. -articulate a vision using data -implement a vision -use 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 impressive candidate <u>mastery</u> of the following elements of the standard: -develop a vision - demonstrate 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. -articulate a vision using data -implement a vision -use 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 - 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 candidate mastery of the following elements of the standard: - show an understanding and respect for the uniqueness of individuals -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 impressive candidate mastery of the following elements of the standard: - show an understanding and respect for the uniqueness of individuals - 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 -demonstrate 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 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 -demonstrate 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 impressive 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 -demonstrate 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: -demonstrate knowledge, skills and ability to collaborate with families and the community including: -use effective outreach strategies -involve stakeholders in school based decision making process -demonstrate knowledge, skills and ability to respond to community interests and needs including: -capitalize on the diversity of the community to improve school programs -demonstrate 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 candidate mastery of the following elements of the standard: -demonstrate knowledge, skills and ability to collaborate with families and the community including: -use effective outreach strategies -involve stakeholders in school based decision making process -demonstrate knowledge, skills and ability to respond to community interests and needs including: -capitalize on the diversity of the community to improve school programs -demonstrate 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 impressive candidate mastery of the following elements of the standard: -demonstrate knowledge, skills and ability to collaborate with families and the community including: -use effective outreach strategies -involve stakeholders in school based decision making process -demonstrate knowledge, skills and ability to respond to community interests and needs including: -capitalize on the diversity of the community to improve school programs -demonstrate 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: -show respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. - show the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others - show ability to make and explain decisions based upon ethical and legal principles -show 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 candidate mastery of the following elements of the standard: - show respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. - show the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others - show ability to make and explain decisions based upon ethical and legal principles -show 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 impressive candidate mastery of the following elements of the standard: - show respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. - show the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others - show ability to make and explain decisions based upon ethical and legal principles -show 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 of and educational leader -show the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning -show the 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 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 of and educational leader -show the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning -show the 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 impressive 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 of and educational leader -show the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning -show the 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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Section IV – Evidence for Meeting Standards
Data Derived from Assessment
Content Based Educational Leadership Portfolio Review

Data will be collected during the 2010-2011 academic year and reported in June 2010 in the Education Department TK20 system.