

Evidence of Candidate Learning
Master of Arts in Education: Concentration in Education Leadership
Administrative Services Clear Credential
From 2012-2013

GED 796 Induction, Mentoring and Advanced Fieldwork

DISPOSITIONS SELF ASSESSMENT	AUTHORS	AVERAGE (RAW)	AVERAGE (%)	STANDARD DEVIATION
Dignity and Honor	2	3.50/4	87.50	.71
Honesty & Integrity	2	4.00/4	100	0
Caring, Patience and Respect	2	4.00/4	100	0
Spirit of Collaboration, Flexibility & Humility	2	4.00/4	100	0
Self Awareness and Calling	2	4.00/4	100	0
Perseverance with Challenge	2	3.50/4	87.50	.71
Diligence in Work Habits	2	4.00/4	100	0
Harmony in the Learning Community	2	3.50/4	87.50	.71

At the beginning of the program for the Clear Administrative Credential, candidates self assess their leadership dispositions. These data are incorporated into their Individualized Induction Plan (IIP) to improve their skills in these areas.

Plan for Improvement

The candidates scored themselves very highly in these areas. In their plan they will be expected to apply these dispositions to the challenges that face them. In the future, the department will confer with coaches to help candidates apply how their personal skills transfer into their new job

GED796 Induction, Mentoring and Advanced Fieldwork

360 Degree Survey #1	Authors	Average (Raw)	Average %	Standard Deviation

Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community	6	4.83/5	96.67	.41
Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth	6	4.67/5	93.33	.52
Ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment	6	4.3/5	86.67	.82
Collaborating with families and community members, responding to diverse community needs, and mobilizing community resources	6	4.50/5	90.00	.55
Modeling a personal code of ethics and developing professional leadership capacity	6	4.67/5	93.33	.52
Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context	6	4.67/5	93.33	.52

At the beginning of the program, candidates request the survey completed by various faculty/staff at their workplace. Surveys are scored by the University Coach and results given to the candidate and incorporated into their Individualized Induction Plan.

GED 797 PROFESSIONAL DEVELOPMENT AND ASSESSMENT

DISPOSITIONS BY COACH	AUTHORS	AVERAGE (RAW)	AVERAGE (%)	STANDARD DEVIATION
Dignity and Honor	0			
Honesty and Integrity	0			
Caring, Patience and Respect	0			
Spirit of Collaboration, Flexibility & Humility	0			
Self Awareness and Calling	0			
Perseverance with Challenge	0			
Diligence in Work Habits	0			

Harmony in the Learning Community	0			
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At the culmination of the program, the coach assesses the dispositions of each candidate. No data are available for these criteria.

Plan for Improvement

At this point in the program coaches would expect to see strong dispositional skills exhibited by the candidates. Individual candidates are counseled if their dispositions fall below a three on a four point scale.

The Academic Dean and Faculty will work together to create a system of accountability for completion of these data by University Mentors.

GED 797 PROFESSIONAL DEVELOPMENT AND ASSESSMENT

CPSEL SELF-ASSESSMENT	Authors	Average (Raw)	Average %	Standard Deviation
Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community	12	4.33/5	96.67	.65
Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth	12	4.50/5	90.00	.67
Ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment	12	4.58/5	91.67	.51
Collaborating with families and community members, responding to diverse community needs, and mobilizing community resources	12	4.46/5	89.17	.66
Modeling a personal code of ethics and developing professional leadership capacity	12	4.58/5	91.67	.67
Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context	12	4.33/5	86.67	.89

At the culmination of the program, the candidate completes the CPSEL self-assessment. It is expected that scores are higher than on the initial CPSEL self-assessment completed at the beginning of the program. This report does not compare the first to the final since the data do not necessarily relate to the same students.

GED 797 PROFESSIONAL DEVELOPMENT AND ASSESSMENT

360 Degree Survey #2	Authors	Average (Raw)	Average %	Standard Deviation
Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community	11	4.55/5	90.91	.52
Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth	11	4.73/5	94.55	.47
Ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment	11	4.82/5	96.36	.40
Collaborating with families and community members, responding to diverse community needs, and mobilizing community resources	11	4.73/5	94.55	.47
Modeling a personal code of ethics and developing professional leadership capacity	11	4.77/5	95/45	.41
Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context	11	4.62/5	92.47	.50

At the end of the program, candidates request the survey completed by various faculty/staff at their workplace. Surveys are scored by the University Coach and results given to the candidate for comparison to the initial 260 degree survey. It is expected that scores would increase after time in the program with the coaching process and the experience gained. Data cannot be compared to the initial 260 degree survey in this report as it does not identify same students.

GED 797 PROFESSIONAL DEVELOPMENT AND ASSESSMENT

Culminating Exhibition	Authors	Average (Raw)	Average %	Standard Deviation
Evidence of the achievement of identified goals	16	4.81/5	96.25	.40
Identified strategies/activities contributed to the achievement of the goals	16	4.94/5	98.75	.25
Candidate identified appropriate resources for accomplishing state goals	16	4.75/5	95.00	.45
Candidates has completed the pre- post-self assessment of strengths and identified areas for further growth	16	4.88/5	97.50	.34
Candidate has provided reflective summaries of seminars, etc. and has tied learnings to day-to-day job responsibilities.	16	4.69/5	93.75	.60
Candidate's log of mentor contacts indicates regular contacts and reflection	16	4.88/5	97.50	.34

Written work: format	16	4.81/5	96.25	.40
Written work: grammar/punctuation	16	4.63/5	92.50	.62
Writing reflects graduate level work	16	4.69/5	93.75	.60
Organization of presentation	16	5.00/5	100	0.00
Voice Projection	16	4.88	97.50	.34
Oral Presentation: Proper use of grammar	16	4.88	97.50	.34
Knowledge of Subject	16	5.00/5	100	0.00

Data indicate that candidates in the clear credential program score well in the culminating presentation.

Plan for Improvement

Coaches will be advised to clarify high expectations for grammar and punctuation in all candidate work.