

EDUCATIONAL LEADERSHIP
CLEAR ADMINISTRATIVE SERVICES CREDENTIAL
Multiple Year Assessment Plan
Summer 2014

The California Commission of Teacher Credentialing (CTC), American Association of Colleges for Teacher Education (AACTE), National Council of Accreditation for Teacher Education (NCATE) and the Council of Accreditation for Educator Preparation (CAEP) requires universities offering credentials to annually undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. The recursive seven year program improvement cycle and accreditation cycle provide the structure for ongoing, in depth, internal and external review process.

The following table lists the activities of these combined accreditation cycles. All data collected through Taskstream are disaggregated by program and regional center, and ultimately leads to the development of the required organization and program assessments and reports. Based upon the findings of these studies and reports, the programmatic changes and improvements are implemented to improve candidate performance, program quality, and program operations. Please note that the CTC Clear Administrative Services Credential is undergoing revisions to be implemented in the 2015-16 school year.

| Academic Year | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|--|---|--|---|--|--|
| Cycle Year | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| General Accreditation Activities for Education Accreditation Organizations | Program Data Collection SOE Analysis & recommend revised practices | Program Data Collection Implement revised practices | Program Data Collection SOE Analysis & recommend revised practices | Program Data Collection Implement revised practices | Program Data Collection SOE Analysis & recommend revised practices | Program Data Collection Implement revised practices VISIT: CTC CAEP NCATE | Program Data Collection CTC & NCATE FOLLOW UP AS NEEDED |
| Due to CTC | Biennial Report | | Biennial Report | | Biennial Report | | |
| Due to AACTE | PEDS Report | PEDS Report | PEDS Report | PEDS Report | PEDS Report | PEDS Report | PEDS Report |
| Due to NCATE/ CAEP | CAEP Report | CAEP Report | CAEP Report | CAEP Report | CAEP Report CAEP 6 yr. Institutional Report | CAEP Report | CAEP Report |

Methods of Assessment and Criteria for Success

For each year of the assessment cycle, data is collected through internal and external sources. Focus groups representing staff, faculty, clinical supervisors, and advisory councils have worked together to discern a set of balanced assessment measures. These assessment measures are aligned with the Mission and Vision of the University as well as with the respective CTC standards. (Please see Candidate Learning Outcomes and Curriculum Maps for this alignment.) Using TaskStream as the primary data storage system, the program collects ongoing data from

these assessments to gauge candidates’ progress throughout their course of study and ensure CTC program standards are met. Each signature assignment is evaluated using a supporting rubric. The key assessments for this program and supporting rubrics are listed below. All candidates are expected to be at the “proficient level of performance with a score of “3” or above in each rubric criteria. Following these tables, are the accompanying rubrics.

Direct Measures:

| Evaluation Instrument | Description | CTC Standards Assessed |
|---|---------------------------------------|---|
| GED 796 Induction CPSEL | Induction CPSEL | California Professional Standard for Educational Leaders 1,2,3,4,5,6 |
| GED 796 Induction 360 Degree Survey | Induction 360 Degree Survey | California Professional Standard for Educational Leaders 1,2,3,4,5,6 |
| GED 797 Professional Development CPSEL Survey | Professional Development CPSEL Survey | California Professional Standard for Educational Leaders 1,2,3,4,5,6 |
| GED 797 360 Survey | 360 Survey | California Professional Standard for Educational Leaders 1,2,3,4,5,6 |
| GED 797 Culminating Activity | Culminating Activity | California Professional Standard for Educational Leaders 1,2,3,4,5,6 |

Indirect Measures:

| Evaluation Instrument | Description | Use |
|------------------------------|-----------------------------|--|
| Exit Survey | Form-based Author Responses | Feedback used for quality assurance and program improvement |
| Disposition Assessment | Form-Based Author Responses | Monitor candidates’ development of professional dispositions |

Key Assessment Rubrics:

GED 796: Induction CPSEL Self-Assessment

COMPETENCY ASSESSMENT RUBRIC Standard 1 – Vision of Learning

| Not Yet Developed 1 | Developing 2 | Proficient 3 | Very Competent 4 | Exemplary 5 |
|---|--|---|---|---|
| <p>Little or no evidence exists that the candidate:</p> <ul style="list-style-type: none"> develops a shared vision of student achievement based upon data and articulates specific instructional practices. uses the influence of diversity to improve teaching and learning. communicates the shared vision to the entire school community. initiates activities to engage all stakeholders into the discussion about the vision. integrates district standards, policies, priorities and accountability requirements. | <p>The candidate:</p> <ul style="list-style-type: none"> is aware of the potential of vision, but activities toward the development and use of a site vision are in the preliminary stage. may have begun the process of engaging stakeholders in the initial dialogue about the importance of the vision. may recognize that achieving the vision necessitates providing leadership in planning, and implementation. may have introduced the vision and examination of data into planning and decision-making. has begun identifying the barriers to achieving the vision. | <p>The candidate:</p> <ul style="list-style-type: none"> facilitates and guides a collaborative process of dialogue that generates a site vision for which there is broad consensus. is able to identify and use appropriate data, based on multiple measures, to improve the achievement of all students. uses the vision and examination of data in decision making, planning and resource allocation. links the vision to ongoing teaching and learning activities. facilitates the interpretation and use of data to make sound decisions about courses of action. | <p>The candidate:</p> <ul style="list-style-type: none"> facilitates the development, articulation and implementation of a vision of learning and engages the stakeholders in dialogue in support of the site vision. uses data to consistently justify specific instructional practices. monitors and assesses the strengths and weaknesses of instructional practices and the relationship between the two to improve the performance of subgroups of students. utilizes data from multiple measures, and his/her own observations to work collaboratively with staff to develop a site strategic plan. | <p>The candidate:</p> <ul style="list-style-type: none"> makes use of the vision to maintain focus on equitable student achievement of high academic and social standards and sustained progress toward meeting the standards. uses the vision to forge and sustain cohesiveness among the staff as well as between the school and larger community. maintains a process for appropriate review and revision of the vision that involves all stakeholders. through careful and consistent planning, and good decision making, infuses the site vision into the site strategic plan. ensures all courses of action and decisions serve to align school sub-systems in |

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| <ul style="list-style-type: none"> • uses the vision to make decisions, to plan or allocate resources. • addresses barriers to accomplishing the vision for becoming a standards-based system. | <ul style="list-style-type: none"> • supports staff in developing capacity to think systematically about strategic courses of action that are likely to move the school toward achieving the vision. • may have begun to introduce the concept of high standards, equity, and the unique characteristics of the student population into site meetings. • demonstrates awareness of the importance of resource allocation for the achievement of the goals. | <ul style="list-style-type: none"> • shapes school programs, plans and activities to ensure they are articulated throughout the grades, and are consistent with the vision. • implements the vision for all students and sub-groups of students and ensures that it is congruent with state and district standards. <p style="text-align: center;">A-1.1</p> | <ul style="list-style-type: none"> • provides all stakeholders with timely and relevant data and facilitates the interpretation of data. • makes good, sound equitable decisions about the distribution of resources to support student learning and close the achievement gap. | <p>support of achieving standards.</p> <ul style="list-style-type: none"> • guides staff in the judicious use of data to assess options to ensure achieving the milestones and benchmarks in the strategic plan. . . . ensures that relevant data are examined regularly to monitor progress and adjust plans as needed. • ensures that all short and long term decisions about resource allocation are justified and aligned with strategic courses of action for achieving the vision. • seeks to attain appropriate resources in support of standards. • distributes and uses resources to support student learning and close the achievement gap between sub groups of students. |
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COMPETENCY ASSESSMENT RUBRIC
Standard 2 – Student Learning and Professional Growth

| Not Yet Developed 1 | Developing 2 | Proficient 3 | Very Competent 4 | Exemplary 5 |
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| <p>There is little or no evidence of the candidate's ability to:</p> <ul style="list-style-type: none"> • shape the culture of the instructional program. • understand and be able to create an accountability | <p>The candidate:</p> <ul style="list-style-type: none"> • identifies important changes in culture that need to occur for the school to become a powerful learning community. | <p>The candidate:</p> <ul style="list-style-type: none"> • engages the school community in a range of on-going activities to share and reinforce a professional culture by | <p>The candidate:</p> <ul style="list-style-type: none"> • models commitment to high standards for all students and to closing the achievement gap among subgroups of students. | <p>The candidate:</p> <ul style="list-style-type: none"> • encourages and influences the faculty to embrace and demonstrate shared commitment to maintaining a culture of excellence and |

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| <p>system of teaching and learning based on student learning standards.</p> <ul style="list-style-type: none"> • demonstrate the use of research and site based data and multiple assessment measures to design, implement, support, evaluate and improve instructional programs and to drive professional staff development. • initiate professional dialogue with teachers around instructional goals and strategies. • guide or support long-term professional development for all staff necessary to help all students achieve state adopted performance standards. • promote a culture that sustains equity, fairness and respect among the school community. • identify specific beliefs for change and strategies for achieving change. • design, implement and evaluate instructional programs that serve diverse learning styles and needs of all students occurs. | <ul style="list-style-type: none"> • examines ways in which his/her own actions and communications influence shared values and identifies and uses strategies to support needed changes in moving the school forward. • engages faculty in dialogue around the instructional program, with a focus on standards and site data. • facilitates the understanding of short and long-term learning goals for the staff and allocates resources in accordance. • ensures that all professional staff participates in appropriate professional learning activities. • works with staff to clarify learning expectations and to use student data to monitor and assess achievement of goals. • understands and complies with state and district accountability procedures. • observes teaching and learning and identifies and analyzes the observations to discuss next steps with teachers. | <p>carrying a set of beliefs, values and assumptions regarding quality education for all students in a standards-based system.</p> <ul style="list-style-type: none"> • uses routine forms of communication as important tools for sharing his/her beliefs, about school in general and about his/her own school in particular. • uses faculty meeting agendas, content of written memos and messages and suggestions to teachers to underscore the importance of continuously improving teaching and learning. • engages faculty collaboratively in inquiry and assessment about the effectiveness of instructional strategies. • demonstrates knowledge about current research and development activities within the profession. • implements a variety of strategies to build leadership capacity in others, especially with regard to standards-based teaching and learning processes. • ensures compliance with state and district accountability procedure. | <ul style="list-style-type: none"> • directs activities to guiding the school community in identifying and examining assumptions and beliefs about student learning. • helps faculty calibrate their practice against the performance of students by engaging the school in a process of continuous monitoring. • demonstrates the ability to use research to stimulate professional practice at the school to facilitate empowered student learning. • ensures structures are in place for collaborative learning (e.g., study groups, learning improvement teams, curriculum alignment projects). • has a deep understanding of student assessment. • emphasizes the value of formative assessment in monitoring student learning. | <p>responsibility.</p> <ul style="list-style-type: none"> • accepts responsibility for student learning. • shares a school culture where teachers acknowledge their interdependence, share their expertise, examine student work together and help one another improve their content knowledge and instructional practices. • demonstrates a professional body of knowledge about teaching and learning in a standards-based system which they update and refine based on research and development activities within the profession. • facilitates activities such as retreats, seminars and faculty meetings to achieve organizational learning. • guides, supports and monitors the development of all staff using standards for teaching. • ensures that accountability strategies focus on the achievement of all students to high academic levels and on closing the achievement gap between sub groups of students. |
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COMPETENCY ASSESSMENT RUBRIC
Standard 3 – Organizational Management for Student Learning

| Not Yet Developed 1 | Developing 2 | Proficient 3 | Very Competent 4 | Exemplary 5 |
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| <p>Little or no evidence exists that the candidate:</p> <ul style="list-style-type: none"> • understands how to create a safe school environment. • utilizes effective and nurturing practices in establishing student behavior management systems. • demonstrates knowledge regarding the effective operation of a school. • reconfigures the elements of the infrastructure to operate in support of teaching and learning. • understands the conditions specified in contractual agreements with school district employees. • demonstrates knowledge of programs and staff evaluation in compliance with district and state laws and policies. | <p>The candidate:</p> <ul style="list-style-type: none"> • understands and is committed to creating and maintaining the school as a safe environment. • recognizes the importance of shifting responsibility for school safety to the school community but relies heavily on rules and consequences. • complies with district and state policy and laws when conducting program and staff evaluation. • establishes a set of site based sub-systems to enhance teaching and learning and uses the systems as tools for planning, implementing and monitoring school operations. • works with groups and | <p>The candidate:</p> <ul style="list-style-type: none"> • implements a process to create a safe, orderly and clean environment. • works with staff, students and community to develop and implement guidelines for the physical safety of students. • demonstrates awareness of systems theory and how sub-systems are connected and interact with each other to guide teaching and support student learning. • works with staff to develop shared leadership so that systems operate to support student learning. • is able to carry out program and staff | <p>The candidate:</p> <ul style="list-style-type: none"> • implements a range of collaborative activities and processes that contribute to the maintenance of the site as a safe, attractive, warm and nurturing environment for students and adults. • applies knowledge of schools as systems to align and focus sub-systems. • considers how budgeting, scheduling, staffing, pupil transportation, site management and other organizational processes can be utilized to promote student learning. • is skilled in establishing and implementing procedures to oversee the work of others thereby monitoring programs and the | <p>The candidate:</p> <ul style="list-style-type: none"> • institutionalizes values, norms, and practices that promote and enhance shared responsibility among all members of the school community for student achievement through positive climate. • examines the extent to which school and classroom norms, curriculum, instruction, feedback and other factors support students in being successful learners. • demonstrates a sound understanding of organizational and systems theories. • implements organizational structure, practices and policies that support student learning. • performs in an |

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| | <p>individuals, explaining the sub-systems and inviting feedback to refine the design and operation of the subsystems.</p> <ul style="list-style-type: none"> • seeks opportunities to extend management skills and to build shared responsibility for the operation of the school as a learning-support system. • ensures human and fiscal resources are allocated to support teaching and learning. • .has knowledge of contractual and legal obligations and use that knowledge to establish and maintain compliance. | <p>evaluation in compliance with district and state policy and laws.</p> <ul style="list-style-type: none"> • is actively engaged as a teacher and mentor with respect to legal and instructional obligations. <p style="text-align: center;">A-1.3</p> | <p>work of individuals, groups and the school as a whole.</p> <ul style="list-style-type: none"> • carries out program and staff evaluation in compliance with district and state laws and policies. • demonstrates a broad understanding of the range of legal matters that impact the site (e.g., use of the internet, child abuse, use of categorical funds). • engages others in sharing responsibility for administering contracts and agreements fairly. | <p>exemplary fashion when carrying out program and staff evaluations in compliance with district and state laws and policies.</p> <ul style="list-style-type: none"> • demonstrates expertise in linking management strategies to goals for achieving standards in teaching and learning. • demonstrates through communication and behavior a deep understanding of legal issues affecting students, teachers and school and a commitment to act with integrity. |
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COMPETENCY ASSESSMENT RUBRIC

Standard 4 – Working with Diverse Families and Communities

| <p style="text-align: center;">Not Yet Developed 1</p> | <p style="text-align: center;">Developing 2</p> | <p style="text-align: center;">Proficient 3</p> | <p style="text-align: center;">Very Competent 4</p> | <p style="text-align: center;">Exemplary 5</p> |
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| <p>Little or no evidence exists that the candidate:</p> <ul style="list-style-type: none"> • has incorporated the viewpoints of staff, students, parents and other community members in the mission, vision and strategic plan | <p>The candidate:</p> <ul style="list-style-type: none"> • demonstrates knowledge that families and community members are viable partners in the education of students. • incorporates the perspectives of families | <p>The candidate:</p> <ul style="list-style-type: none"> • has developed a vision, goals and strategic plan that incorporate the viewpoints of staff, students, parents and other community members. | <p>The candidate:</p> <ul style="list-style-type: none"> • has developed and refined a range of knowledge, skills and capacities that helps him/her successfully engage the community. | <p>The candidate:</p> <ul style="list-style-type: none"> • is consistently aware of changing demographics in the school community and adjusts their home-school communications accordingly. |

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| <p>for the school.</p> <ul style="list-style-type: none"> • is able to establish strategies for disseminating information to the school community. • is aware of student and family values, beliefs and needs. • is aware of the need to build relationships with the community and other organizations within the larger context. • is able to encourage teachers and other staff in building community partnerships and networks. • communicates information about the school through a variety of media and in a clear concise and predictable manner. | <p>and community members into the life of the school.</p> <ul style="list-style-type: none"> • identifies and addresses existing gaps regarding the exclusion of families and community. • assesses his/her strengths and limitations in public engagement and identifies strategies for improving professional capacity in this area. • has begun to build partnerships between the school and other institutions. • develops, implements, and monitors strategies to create linkages with partners. • identifies areas in which students would benefit from community support services and provides appropriate information to families. | <ul style="list-style-type: none"> • actively seeks out family and community perspectives as an integral part of planning and reviewing goals, results and operations. • seeks and pursues opportunities to establish partnerships with businesses, institutions of higher learning and community organizations that will contribute to achieving the goals of the school. • works with the staff to establish and implement partnership activities. • is knowledgeable about other agencies in the community who support the school's vision and goals and establish communications between the school and community support agencies. • provides appropriate information to families regarding community support services. • ensures that the school develops capacity to communicate orally and in writing with | <ul style="list-style-type: none"> • demonstrates willingness and skill to communicate regularly, using a variety of media and modes of communication and in languages that meet the needs of students and families. • employs a wide range of textual and visual media, phone messages, parent conferences, home visits, etc. to ensure a viable connection between the school and families they serve. • models respect in dealings with community members and families and sets expectations for others to do the same. • elicits and incorporates the perspective of community members and families in the on-going planning, implementation assessment and refinement of the school programs. • actively seeks and pursues opportunities to establish partnerships at the local, regional and broader levels. | <ul style="list-style-type: none"> • plans and implements community forms to facilitate discussion consistent with the principle of democratic participation, clarifying roles and ground-rules, and keeping participants focused on the goals at hand. • distributes leadership to teachers by encouraging them to take active roles in partnerships and networks to enhance the professional learning of teachers and the academic and social development of students. • shapes a school culture in which advocacy for students and their families is central to the work of the school. • ensures that when students are not making satisfactory progress in school, the school's professional staff consider every possible means and resources (e.g., academic, social, medical, mental health) to support student learning. |
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| | | families whose primary language is other than English. A-1.4 | <ul style="list-style-type: none"> • supports staff in understanding child and adolescent development and applying the understanding in their work with students and their families. • integrates community services with school programs and ensures compliance with state education codes and district policy regarding privacy of student and family information. | |
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COMPETENCY ASSESSMENT RUBRIC

Standard 5- Personal Ethics and Leadership Capacity

| Not Yet Developed 1 | Developing 2 | Proficient 3 | Very Competent 4 | Exemplary 5 |
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| <p>Little or no evidence exists that the candidate:</p> <ul style="list-style-type: none"> • is aware of the connection between school leadership and a personal and professional code of ethnics. • demonstrates a capacity to be an on-going learner, problem solver, self-reflector and articulator of the vision. • understands the relevance of data and up-to-date information to | <p>The candidate:</p> <ul style="list-style-type: none"> • is shaping a personal model of ethical and professional behavior with an understanding of their rights and responsibilities and the rights and responsibilities of others with whom they work. • has a fundamental understanding of decision-making processes and of the need to base decisions on pertinent information. • encourages and supports | <p>The candidate:</p> <ul style="list-style-type: none"> • is aware of the authority of the principal's office and is sensitive to the potential for its misuse. • articulates and communicates a set of professional values that is aligned with ethical concepts of fairness, justice and service. • guides staff to examine policy and practices with respect to the desired outcome of providing all students with a quality | <p>The candidate:</p> <ul style="list-style-type: none"> • models for others the principle that the well being of the community supersedes the interest of any one community member. • intervenes appropriately in instances that represent a breach in rights. • treats all people fairly, equitably and with dignity and respect. • ensures the professional culture of the school reflects a commitment to | <p>The candidate:</p> <ul style="list-style-type: none"> • practices leadership from a base of professional and personal ethics that places the good of the students, families, and staff ahead of personal interests. • uses knowledge of relevant research and |

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| <p>make decisions about improving student achievement in a standards based system.</p> <ul style="list-style-type: none"> • demonstrates commitment to professional growth by regular participation in activities such as conferences, professional development opportunities and professional reading. • honors both personal and professional responsibilities. | <p>staff in staying abreast of current information about teaching and learning.</p> <ul style="list-style-type: none"> • demonstrates the ability and willingness to be an on-going learner who examines his/her own practice, is a problem solver, self-reflector and articulator of the vision. | <p>education.</p> <ul style="list-style-type: none"> • treats all people fairly, equitably and with dignity and respect. • demonstrates an understanding of the decision-making process based on pertinent information. Communicates with teachers the importance of using hard/ soft data to inform practice. • knows the curriculum and supports teachers to integrate content and standards across all grades. • works with staff to develop individual and group capacity to use state-of-the-art information and technology about standards-based teaching and learning. • reflects regularly on performance and considers how this/her own actions affect others & influences progress toward the goal of all students achieving the standards. • commits to professional growth by participation in professional development activities. • identifies strategies assisting and supporting school community members in prioritizing commitments and focusing efforts toward | <p>the use of data on an on-going basis.</p> <ul style="list-style-type: none"> • guides decision-making activities so that they reflect appropriate data and other information. • is highly skilled in modeling and guiding the use of relevant information, such as the use of disaggregated data throughout the planning, implementation, evaluation and refinement of processes of the school. • ensures that they, and their staff, are knowledgeable about relevant research, theory and best practices. • demonstrates that he/she is an on-going learner, self-reflector, problem solver and articulator of the vision. • engages in strategies to extend and develop personal professional knowledge and development. • employs a range of substantive and symbolic actions to inspire self and others. | <p>theory and best practices to make sound decisions.</p> <ul style="list-style-type: none"> • makes appropriate decisions about student learning results, school structures, instructional program, and allocation of resources by seeking out and using information and technology that is pertinent to the attainment of the school's vision. • models reflection and continuous growth by consistently and publicly disclosing and sharing his/her learning process and its relationship to organizational improvement. • uses personal and professional experiences, as well as more formal learning opportunities, as |
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| | | <p>student learning.</p> <p>A-1.5</p> | | <p>the basis for on-going reflection increased professional knowledge and development.</p> <ul style="list-style-type: none"> • integrates self-reflection and into the school environment to shape a culture that values inquiry. reflection& continuous individual and organizational learning. • demonstrates balance in work and personal life allowing for a sustained, focused purpose and a high level of performance. • uses strategies ensuring staff's collective capacity to inspire each other to high levels of effort. |
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COMPETENCY ASSESSMENT RUBRIC
Standard 6 – Legal, Political, Social, Economic and Cultural Issues

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|--------------------------|-------------------|-------------------|-----------------------|------------------|
| Not Yet Developed | Developing | Proficient | Very Competent | Exemplary |
|--------------------------|-------------------|-------------------|-----------------------|------------------|

| 1 | 2 | 3 | 4 | 5 |
|--|---|--|--|--|
| <p>There is little or no evidence that the candidate:</p> <ul style="list-style-type: none"> • understands that district, state and federal laws and policies impact the site and student. • works to comply with policy. • engages the public in school events so as to maintain a positive image. • responds appropriate to specific requests for information. • maintains two-way communication between the school and its stakeholders in business, social, civic, political and cultural organizations. • identifies areas in which public engagement needs strengthening. • is aware of the importance of articulating the schools vision to stakeholders or of the importance of using student data to support the vision. | <p>The candidate:</p> <ul style="list-style-type: none"> • realizes that district, state and federal policy impacts the site and the students. • ensures compliance with policy. • understands that school stakeholders include not only the students' families but also local business and civic leaders and other individuals and groups in the community. • is able to identify areas in which public engagement requires strengthening. • is aware of the importance of public opinion and accepts input from the public when it is offered. • occasionally engages the public in the events of the school so as to maintain a positive mage. | <p>The candidate:</p> <ul style="list-style-type: none"> • actively seeks policy information relevant to the school from a variety of source. • participates in forums to provide information to policymakers and encourages the participation of other stakeholders. • builds relationships with various stakeholders as a means of developing and sustaining support for his/her school. • seeks opportunities to engage members of the public in forums, meetings, and formal committee activities that support the goals of the school. • seeks learning opportunities that take students into the community. | <p>The candidate:</p> <ul style="list-style-type: none"> • understands how political,, social and economic systems impact schools. • ensures that the school operates consistently within legal parameters. • uses positive relationships with stakeholders and gives them access to him/her self and uses community input in support of the school. • works with others at the site to develop and implement strategies that encourage public support of high standards for student achievement. • provides stakeholders with timely, useful, understandable information related to issues, policies and practice, including data about school and student performance. • encourages constructive conversations with the public, drawing upon the public's interest in the school to focus on | <p>The candidate:</p> <ul style="list-style-type: none"> • participates as a team member and draws upon the knowledge and expertise of others, as well as their own knowledge of change models and conflict resolution to support the school system in making sound policy. • is a skilled analyst of policy at local, regional and national levels, especially with the effect these policies have on the opportunities for success of students at his/her site. • ensures that a range of accurate information about the school and its performance is clearly and effectively communicated through multiple media and channels. • is a relentless advocate for his/her students, school and for public education. • uses public input to shape strategic engagement and dialogue that strengthens public support for the mission and vision of the school. |

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| | | | student learning. | |
| | | A-1.6 | | |

Self-Assessment of Skills in Relation to the

California Professional Standards for Educational Leaders

Date of assessment: _____ Check one: Pre-assessment (beginning of GED796) Formative assessment (end GED796) Post-assessment (completion of GED797)

| A school administrator is an educational leader who promotes the success of all students by: | What successes have you experienced this year? | What challenges do you still face? | What professional development needs do you have? |
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| <p><i>1. Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.</i></p> <p>Rubric Score: _____</p> | | | |

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| <p><i>2. Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</i></p> <p>Rubric Score: _____</p> | | | |
| <p><i>3. Ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.</i></p> <p>Rubric Score: _____</p> | | | |
| <p><i>4. Collaborating with families and community members, responding to diverse community needs, and mobilizing community resources.</i></p> <p>Rubric Score: _____</p> | | | |
| <p><i>5. Modeling a personal code of ethics and developing professional leadership capacity.</i></p> <p>Rubric Score: _____</p> | | | |
| <p><i>6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</i></p> <p>Rubric Score: _____</p> | | | |

Using the Competency Assessment rubric as a guide, please assess your level of competency in applying each of the CPSELs in your job setting. Identify at least two CPSEL standard areas in which to develop performance goals to increase your level of competency. Note the identified performance goal areas in the last column by inserting "PG."

(Adapted from New Teacher Center, University of California, Santa Cruz)

GED 797: Professional Development CPSEL Self-Assessment

| | Not Yet Developed | Developing | Proficient | Very Competent | Exemplary | Score/Level |
|---|--|--|--|--|---|-------------|
| 1. Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community. | Skill not yet developed or is not in evidence. | Demonstrates developing leadership skills. | Demonstrates proficient leadership skills. | Demonstrates very competent leadership skills. | Demonstrates exemplary leadership skills. | |
| | <p>Standards CA- California Professional Standards for Educational Leaders (CAPSELS) Standard: Standard 1: Vision of Learning Each candidate is able to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. Benchmark: 1(a) Each candidate is able to facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators. Benchmark: 1(b) Each candidate is able to articulate and demonstrate strategies for implementing the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system. Benchmark: 1(c) Each candidate knows how to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students. Benchmark: 1(d) Each candidate can identify and address barriers to accomplishing the vision. Benchmark: 1(e) Each candidate is able to shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision. Benchmark: 1(f) Each candidate is able to use the influence of diversity to improve teaching and learning.</p> | | | | | |
| 2. Advocating, nurturing and sustaining a school culture and instructional program conducive to student | Skill not yet developed or is not in evidence. | Demonstrates developing leadership skills. | Demonstrates proficient leadership skills. | Demonstrates very competent leadership skills. | Demonstrates exemplary leadership skills. | |
| | <p>Standards CA- California Professional Standards for Educational Leaders (CAPSELS) Standard: Standard 2: Student Learning and Professional Growth Each candidate is able to promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Benchmark: 2(a) Each candidate understands and is able to create an accountability system of teaching and</p> | | | | | |

| | Not Yet Developed | Developing | Proficient | Very Competent | Exemplary | Score/Level |
|--|--|--|--|--|---|-------------|
| learning and staff professional growth. | <p>learning based on student learning standards.</p> <p>Benchmark: 2(b) Each candidate is able to use research and site-base data to design, implement, support, evaluate and improve instructional programs and to drive professional development of staff.</p> <p>Benchmark: 2(c) Each candidate utilizes multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students.</p> <p>Benchmark: 2(d) Each candidate knows how to shape a culture where high expectations for all students and for all subgroups of students is the core purpose.</p> <p>Benchmark: 2(e) Each candidate is able to guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state-adopted academic performance standards for students.</p> <p>Benchmark: 2(f) Each candidate promotes equity, fairness, and respect among all members of the school community.</p> <p>Benchmark: 2(g) Each candidate is able to provide opportunities for parents and all other members of the school community to develop and use skills in collaboration, leadership, and shared responsibility.</p> <p>Benchmark: 2(h) Each candidate knows and is able to support the use of state-adopted learning materials and a wide array of learning strategies to support student learning.</p> <p>Benchmark: 2(i) Each candidate coordinates the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and lead in the continual development and improvement of those programs.</p> <p>Benchmark: 2(j) Each candidate utilizes technological tools to manage and evaluate instructional programs and promote and support the use of technology in instruction and learning.</p> | | | | | |
| 3. Ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. | Skill not yet developed or is not in evidence. | Demonstrates developing leadership skills. | Demonstrates proficient leadership skills. | Demonstrates very competent leadership skills. | Demonstrates exemplary leadership skills. | |
| <p>Standards</p> <p>CA- California Professional Standards for Educational Leaders (CAPSELS)</p> <p>Standard: Standard 3: Organizational Management for Student Learning Each candidate promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</p> <p>Benchmark: 3(a) Each candidate is able to monitor and supervise faculty and staff at the site, and manage and evaluate the instructional program.</p> <p>Benchmark: 3(b) Each candidate can establish school operations, patterns, and processes that support student learning</p> <p>Benchmark: 3(c) Each candidate understands and is able to manage legal and contractual policies, agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.</p> <p>Benchmark: 3(d) Each candidate demonstrates the ability to coordinate and align fiscal, faculty, staff, volunteer, community and material resources to support the learning of all students and all groups of students.</p> <p>Benchmark: 3(e) Each candidate demonstrates the ability to sustain a safe, efficient, clean, well-maintained, and</p> | | | | | | |

| | Not Yet Developed | Developing | Proficient | Very Competent | Exemplary | Score/Level |
|---|--|--|--|--|---|-------------|
| | <p>productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.</p> <p>Benchmark: 3(f) Each candidate is able to utilize the principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively.</p> <p>Benchmark: 3(g) Each candidate is able to utilize effective and positive nurturing practices in establishing student behavior management systems.</p> <p>Benchmark: 3(h) Each candidate demonstrates the ability to utilize successful staff recruitment, selection and induction approaches, and understand the collective bargaining process, including the role of administrator and the union.</p> <p>Benchmark: 3(i) Each candidate is able to effectively evaluate and use a wide range of technologies, including assistive technologies when appropriate, to support instruction and effective school administration.</p> <p>Benchmark: 3(j) Each candidate is able to effectively use technology to manage multiple types of databases within a school and to use data to improve instruction.</p> | | | | | |
| 4. Collaborating with families and community members, responding to diverse community needs, and mobilizing community resources. | Skill not yet developed or is not in evidence. | Demonstrates developing leadership skills. | Demonstrates proficient leadership skills. | Demonstrates very competent leadership skills. | Demonstrates exemplary leadership skills. | |
| <p>Standards</p> <p>CA- California Professional Standards for Educational Leaders (CAPSELS)</p> <p>Standard: Standard 4: Working with Diverse Families and Communities Each candidate promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources</p> <p>Benchmark: 4(a) Each candidate is able to incorporate information about family and community expectations into school decision making and activities.</p> <p>Benchmark: 4(b) Each candidate recognizes the goals and aspirations of diverse family and community groups.</p> <p>Benchmark: 4(c) Each candidate values diverse community stakeholder groups and treats all with fairness and with respect.</p> <p>Benchmark: 4(d) Each candidate demonstrates the ability to support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.</p> <p>Benchmark: 4(e) Each candidate knows how to strengthen the school through the establishment of community partnerships, business, institutional, and civic partnerships.</p> <p>Benchmark: 4(f) Each candidate is able to effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.</p> <p>Benchmark: 4(g) Each candidate is able to facilitate parent involvement and parent education activities that support students' success.</p> | | | | | | |
| 5. Modeling a personal code of ethics and developing professional | Skill not yet developed or is not in evidence. | Demonstrates developing leadership skills. | Demonstrates proficient leadership skills. | Demonstrates very competent leadership skills. | Demonstrates exemplary leadership skills. | |
| <p>Standards</p> <p>CA- California Professional Standards for Educational Leaders (CAPSELS)</p> | | | | | | |

| | Not Yet Developed | Developing | Proficient | Very Competent | Exemplary | Score/Level |
|---|---|--|--|--|---|-------------|
| leadership capacity. | <p>Standard: Standard 5: Personal Ethics and Leadership Capacity Each candidate promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.</p> <p>Benchmark: 5(a) Each candidate demonstrates skills in shared decision making, problem solving, change management, planning, conflict management, and evaluation, and fosters and develops those skills in others.</p> <p>Benchmark: 5(b) Each candidate models personal and professional ethics, integrity, justice, and fairness and expects the same behaviors from others.</p> <p>Benchmark: 5(c) Each candidate demonstrates the ability to make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.</p> <p>Benchmark: 5(d) Each candidate is able to utilize technology to foster effective and timely communication to all members of the school community.</p> <p>Benchmark: 5(e) Each candidate is able to reflect on personal leadership practices and recognize their impact and influence on the performance of others.</p> <p>Benchmark: 5(f) Each candidate demonstrates the ability to encourage and inspire others to higher levels of performance, commitment, and motivation.</p> <p>Benchmark: 5(g) Each candidate knows how to sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.</p> <p>Benchmark: 5(h) Each candidate engages in professional and personal development.</p> <p>Benchmark: 5(i) Each candidate demonstrates knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.</p> <p>Benchmark: 5(j) Each candidate knows how to use the influence of a position of leadership to enhance the educational program rather than for personal gain.</p> <p>Benchmark: 5(k) Each candidate protects the rights and confidentiality of students and staff.</p> | | | | | |
| 6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. | Skill not yet developed or is not in evidence. | Demonstrates developing leadership skills. | Demonstrates proficient leadership skills. | Demonstrates very competent leadership skills. | Demonstrates exemplary leadership skills. | |
| <p>Standards</p> <p>CA- California Professional Standards for Educational Leaders (CAPSELS)</p> <p>Standard: Standard 6: Political, Social, Economic, Legal and Cultural Understanding Each candidate promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p> <p>Benchmark: 6(a) Each candidate understands their role as a leader of a team and is able to clarify the roles and relationships of individuals within the school.</p> <p>Benchmark: 6(b) Each candidate is able to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, statutory and fiscal requirements.</p> <p>Benchmark: 6(c) Each candidate demonstrates responsiveness to diverse community and constituent views and groups and generate support for the school by two-way communication with key decision makers in the school community.</p> <p>Benchmark: 6(d) Each candidate knows how to work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.</p> | | | | | | |

| | Not Yet Developed | Developing | Proficient | Very Competent | Exemplary | Score/Level |
|--|---|------------|------------|----------------|-----------|-------------|
| | <p>Benchmark: 6(e) Each candidate knows how to influence and support public policies that ensure the equitable distribution of resources and support for all the subgroups of students.</p> <p>Benchmark: 6(f) Each candidate is able to welcome and facilitate constructive conversations about how to improve student learning and achievement.</p> | | | | | |

**GED 796: Induction CPSEL 360 Degree Assessment
360 Degree Leadership Survey**

created with  taskstream

| | |
|-------------|----------------|
| Candidate: | Position: |
| Respondent: | Position/Role: |

| | |
|---------|-------|
| School: | Date: |
|---------|-------|

Please rate the candidate's effectiveness in each area by circling the appropriate level. Your specific comments and suggestions will be particularly helpful.

| |
|---|
| <p>Proficiency Level – Circle the appropriate level, 1-5, for each exemplar.</p> <p>1 – Skill not yet developed or is not in evidence</p> <p>2 – Demonstrates developing leadership skills</p> |
|---|

#1 Vision of Learning

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|---------|---------|---------|---------|
| <ul style="list-style-type: none"> • Facilitates the development of a vision of learning that is shared and supported by the school community— <ul style="list-style-type: none"> ○ Promotes a vision of student achievement based upon data from multiple measures of student learning | | | | |

- Shapes and coordinates school programs to ensure they are well communicated and consistent with the vision
- Effectively builds buy-in within the entire school community

Give an example or suggestion as to how the above skills are demonstrated:

#2 Student Learning and Professional Growth

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|---------|---------|---------|---------|
| <ul style="list-style-type: none"> • Builds and sustains a school culture and instructional program conducive to student learning and staff professional growth— <ul style="list-style-type: none"> ○ Promotes equity, fairness and respect among all members of the school community ○ Shapes a culture of high expectations, built upon a system of standards-based accountability ○ Provides opportunities for all members of the school community to collaborate, share responsibility, and exercise leadership | | | | |
| <p>Give an example or suggestion as to how the above skills are demonstrated:</p> | | | | |

| |
|--|
| |
|--|

#3 Organizational Management for Student Learning

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---------|---------|---------|---------|
| <ul style="list-style-type: none">• Ensures safe, efficient, and effective management of the school<ul style="list-style-type: none">○ Sustains a safe, well-maintained learning environment for students and staff○ Effectively manages student discipline policies and procedures○ Provides the necessary resources to support the learning of all students | | | | |
| Give an example or suggestion as to how the above skills are demonstrated: | | | | |

#4 Working with Diverse Families and Communities

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---------|---------|---------|---------|
| <ul style="list-style-type: none"> • Collaborates with families and community members and responds to diverse interests and needs <ul style="list-style-type: none"> ○ Establishes community, business, institutional and civic partnerships ○ Communicates information about the school to the community ○ Works effectively with diverse families and community groups | | | | |
| <p>Give an example or suggestion as to how the above skills are demonstrated:</p> | | | | |

#5 Personal Ethics and Leadership Capacity

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---------|---------|---------|---------|
| <ul style="list-style-type: none"> • Models effective professional leadership, interpersonal skills, ethics and integrity <ul style="list-style-type: none"> ○ Demonstrates skills in decision-making, problem-solving, change management, conflict resolution, planning and evaluation ○ Encourages and inspires others to higher levels of performance and motivation ○ Builds and maintains effective interpersonal relationships ○ Demonstrates knowledge of curriculum and ability to be an instructional leader ○ Models personal and professional ethics, integrity, and fairness | | | | |

Give an example or suggestion as to how the above skills are demonstrated:

#6 Legal, Political, Social, Economic, and Cultural Issues

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---------|---------|---------|---------|
| <ul style="list-style-type: none">• Understands and engages with important issues beyond the site level<ul style="list-style-type: none">○ Works with central office and the school board to influence policies that benefit students○ Ensures that the school complies with federal, state and district requirements○ Views oneself as a leader of a team and as a member of a larger team | | | | |
| <p>Give an example or suggestion as to how the above skills are demonstrated:</p> | | | | |

GED 797: Professional Development CPSEL 360 Degree Assessment

| | Not Yet Developed | Developing | Proficient | Very Competent | Exemplary | Score/Level |
|---|--|--|--|--|---|-------------|
| 1. Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community. | Skill not yet developed or is not in evidence. | Demonstrates developing leadership skills. | Demonstrates proficient leadership skills. | Demonstrates very competent leadership skills. | Demonstrates exemplary leadership skills. | |
| | <p>Standards CA- California Professional Standards for Educational Leaders (CAPSELS) Standard: Standard 1: Vision of Learning Each candidate is able to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. Benchmark: 1(a) Each candidate is able to facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators. Benchmark: 1(b) Each candidate is able to articulate and demonstrate strategies for implementing the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system. Benchmark: 1(c) Each candidate knows how to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students. Benchmark: 1(d) Each candidate can identify and address barriers to accomplishing the vision. Benchmark: 1(e) Each candidate is able to shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision. Benchmark: 1(f) Each candidate is able to use the influence of diversity to improve teaching and learning.</p> | | | | | |
| 2. Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth. | Skill not yet developed or is not in evidence. | Demonstrates developing leadership skills. | Demonstrates proficient leadership skills. | Demonstrates very competent leadership skills. | Demonstrates exemplary leadership skills. | |
| | <p>Standards CA- California Professional Standards for Educational Leaders (CAPSELS) Standard: Standard 2: Student Learning and Professional Growth Each candidate is able to promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Benchmark: 2(a) Each candidate understands and is able to create an accountability system of teaching and learning based on student learning standards. Benchmark: 2(b) Each candidate is able to use research and site-base data to design, implement, support, evaluate and improve instructional programs and to drive professional development of staff. Benchmark: 2(c) Each candidate utilizes multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students. Benchmark: 2(d) Each candidate knows how to shape a culture where high expectations for all students and for all subgroups of students is the core purpose. Benchmark: 2(e) Each candidate is able to guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state-adopted academic performance standards for students. Benchmark: 2(f) Each candidate promotes equity, fairness, and respect among all members of the school community. Benchmark: 2(g) Each candidate is able to provide opportunities for parents and all other members of the school community to develop and use skills in collaboration, leadership, and shared responsibility. Benchmark: 2(h) Each candidate knows and is able to support the use of state-adopted learning materials and a wide array of learning strategies</p> | | | | | |

| | Not Yet Developed | Developing | Proficient | Very Competent | Exemplary | Score/Level |
|--|--|--|--|--|---|-------------|
| | <p>to support student learning. Benchmark: 2(i) Each candidate coordinates the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and lead in the continual development and improvement of those programs. Benchmark: 2(j) Each candidate utilizes technological tools to manage and evaluate instructional programs and promote and support the use of technology in instruction and learning.</p> | | | | | |
| 3. Ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. | Skill not yet developed or is not in evidence. | Demonstrates developing leadership skills. | Demonstrates proficient leadership skills. | Demonstrates very competent leadership skills. | Demonstrates exemplary leadership skills. | |
| | <p>Standards CA- California Professional Standards for Educational Leaders (CAPSELS) Standard: Standard 3: Organizational Management for Student Learning Each candidate promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. Benchmark: 3(a) Each candidate is able to monitor and supervise faculty and staff at the site, and manage and evaluate the instructional program. Benchmark: 3(b) Each candidate can establish school operations, patterns, and processes that support student learning Benchmark: 3(c) Each candidate understands and is able to manage legal and contractual policies, agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff. Benchmark: 3(d) Each candidate demonstrates the ability to coordinate and align fiscal, faculty, staff, volunteer, community and material resources to support the learning of all students and all groups of students. Benchmark: 3(e) Each candidate demonstrates the ability to sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff. Benchmark: 3(f) Each candidate is able to utilize the principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively. Benchmark: 3(g) Each candidate is able to utilize effective and positive nurturing practices in establishing student behavior management systems. Benchmark: 3(h) Each candidate demonstrates the ability to utilize successful staff recruitment, selection and induction approaches, and understand the collective bargaining process, including the role of administrator and the union. Benchmark: 3(i) Each candidate is able to effectively evaluate and use a wide range of technologies, including assistive technologies when appropriate, to support instruction and effective school administration. Benchmark: 3(j) Each candidate is able to effectively use technology to manage multiple types of databases within a school and to use data to improve instruction.</p> | | | | | |
| 4. Collaborating with families and community members, responding to diverse community needs, and | Skill not yet developed or is not in evidence. | Demonstrates developing leadership skills. | Demonstrates proficient leadership skills. | Demonstrates very competent leadership skills. | Demonstrates exemplary leadership skills. | |
| | <p>Standards CA- California Professional Standards for Educational Leaders (CAPSELS) Standard: Standard 4: Working with Diverse Families and Communities Each candidate promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources Benchmark: 4(a) Each candidate is able to incorporate information about family and community expectations into school decision making and activities.</p> | | | | | |

| | Not Yet Developed | Developing | Proficient | Very Competent | Exemplary | Score/Level |
|---|---|--|--|--|---|-------------|
| mobilizing community resources. | <p>Benchmark: 4(b) Each candidate recognizes the goals and aspirations of diverse family and community groups.</p> <p>Benchmark: 4(c) Each candidate values diverse community stakeholder groups and treats all with fairness and with respect.</p> <p>Benchmark: 4(d) Each candidate demonstrates the ability to support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.</p> <p>Benchmark: 4(e) Each candidate knows how to strengthen the school through the establishment of community partnerships, business, institutional, and civic partnerships.</p> <p>Benchmark: 4(f) Each candidate is able to effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.</p> <p>Benchmark: 4(g) Each candidate is able to facilitate parent involvement and parent education activities that support students' success.</p> | | | | | |
| 5. Modeling a personal code of ethics and developing professional leadership capacity. | Skill not yet developed or is not in evidence. | Demonstrates developing leadership skills. | Demonstrates proficient leadership skills. | Demonstrates very competent leadership skills. | Demonstrates exemplary leadership skills. | |
| <p>Standards</p> <p>CA- California Professional Standards for Educational Leaders (CAPSELS)</p> <p>Standard: Standard 5: Personal Ethics and Leadership Capacity Each candidate promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.</p> <p>Benchmark: 5(a) Each candidate demonstrates skills in shared decision making, problem solving, change management, planning, conflict management, and evaluation, and fosters and develops those skills in others.</p> <p>Benchmark: 5(b) Each candidate models personal and professional ethics, integrity, justice, and fairness and expects the same behaviors from others.</p> <p>Benchmark: 5(c) Each candidate demonstrates the ability to make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.</p> <p>Benchmark: 5(d) Each candidate is able to utilize technology to foster effective and timely communication to all members of the school community.</p> <p>Benchmark: 5(e) Each candidate is able to reflect on personal leadership practices and recognize their impact and influence on the performance of others.</p> <p>Benchmark: 5(f) Each candidate demonstrates the ability to encourage and inspire others to higher levels of performance, commitment, and motivation.</p> <p>Benchmark: 5(g) Each candidate knows how to sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.</p> <p>Benchmark: 5(h) Each candidate engages in professional and personal development.</p> <p>Benchmark: 5(i) Each candidate demonstrates knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.</p> <p>Benchmark: 5(j) Each candidate knows how to use the influence of a position of leadership to enhance the educational program rather than for personal gain.</p> <p>Benchmark: 5(k) Each candidate protects the rights and confidentiality of students and staff.</p> | | | | | | |
| 6. Understanding, responding to, and influencing | Skill not yet developed or is not in evidence. | Demonstrates developing leadership skills. | Demonstrates proficient leadership skills. | Demonstrates very competent leadership skills. | Demonstrates exemplary leadership skills. | |

| | Not Yet Developed | Developing | Proficient | Very Competent | Exemplary | Score/Level |
|--|-------------------|------------|------------|----------------|-----------|-------------|
| the larger political, social, economic, legal, and cultural context. | | | | | | |

GED 797 Culminating Activity Professional Clear Credential


| | not yet developed | developing | proficient | very competent | exemplary | Score/Level |
|---|---------------------------------|-----------------------------------|--|--|---|-------------|
| Evidence of the achievement of identified goals | no evidence of goal achievement | some evidence of goal achievement | evidence provided of achievement of both induction goals | evidence of achievement of induction goals includes some | clear evidence of achievement of induction goals using a variety of | |

| | not yet developed | developing | proficient | very competent | exemplary | Score/Level |
|--|---|--|--|--|--|--------------------|
| | | | | supporting artifacts | supporting artifacts and data | |
| Identified strategies/activities contributed to the achievement of the goals | little or no strategies/activities identified | a limited number of strategies/activities identified | each goal is supported by 1-2 identified strategies/activities | each goal is supported by several identified strategies/activities and some effort made to tie these to goal achievement | each goal is supported by several identified strategies/activities and there is a clear connection drawn to goal achievement | |
| Candidate identified appropriate resources for accomplishing stated goals | few or no resources identified | a limited number of resources identified | 2-3 resources identified for each goal | four or more resources identified for each goal and some connection made to how the resources supported goal achievement | four or more resources identified for each goal and clear connections are made to how the resources supported goal achievement | |
| Candidate has completed the pre- and post-self-assessment of strengths and identified areas for further growth | self-assessments show little thought/no areas for further growth are identified | self-assessments show some thought/a few areas for further growth are identified | self-assessments show thought and reflection/1-2 areas for further growth are identified | self-assessments show a great deal of thought and reflection/each element has areas for growth identified | self-assessments show deep thought and reflection/each element has areas for growth and action | |
| Candidate has provided reflective summaries of seminars, etc. and has tied learnings to day-to-day job | reflective summaries provide a listing of activities | reflective summaries provide a brief narrative of the activities | reflective summaries provide a narrative and a summary of connections to job | reflective summaries provide a thoughtful narrative and reflective connections to job | reflective summaries show deep reflection and rich connections and applications to job | |

| | not yet developed | developing | proficient | very competent | exemplary | Score/Level |
|--|--|---|--|---|--|--------------------|
| responsibilities | | | | responsibilities | responsibilities | |
| Candidate's log of mentor contacts indicates regular contacts and reflection | no log kept | log provides a listing of contacts | log provides a listing of contacts and a brief reflection on some of the meetings | log provides a record of regular contacts and reflections on each of the meetings | log provides a record of regular contacts and thoughtful reflections on each of the meetings | |
| Written work: format | no apparent logical order of presentation, unclear focus, format cluttered and confusing | content is loosely connected, transitions lack clarity, format needs refining | sequence of information is well-organized for the most part, but more clarity with transitions is needed, materials are understandable | development of thesis is clear through use of specific and appropriate examples; transitions are clear and create a succinct and even flow, format makes information clear and understandable | development of thesis is exemplary through the use of multiple specific and applicable examples; transitions are exemplary creating an outstanding presentation, format enhances the understanding of the reader | |
| Written work: grammar/punctuation | multiple grammatical and stylistic errors | some errors in grammar and/or format that do not interfere with clarity | few grammatical and/or stylistic errors | nearly error free which reflects clear understanding and thorough preparation | error free which indicates mastery, deep understanding, and thorough preparation | |
| Writing reflects graduate level work | writing is disjointed and rambling | writing reflects some thought but lacks academic depth or rigor | writing follows academic standards such as references, format, etc, but content needs refining and | writing clearly follows academic standards, references, analysis, inferences, and | writing is an outstanding example of academic thought, depth, and rigor, utilizes all | |

| | not yet developed | developing | proficient | very competent | exemplary | Score/Level |
|--|--|---|--|--|---|--------------------|
| | | | tightening up | connections of ideas reflect graduate level work | academic conventions effectively and smoothly | |
| Organization of presentation | no apparent logical order of presentation, unclear focus | content is loosely connected, transitions lack clarity | sequence of information is well-organized for the most part, but more clarity with transitions is needed | development of thesis is clear through use of specific and appropriate examples; transitions are clear and create a succinct and even flow | development of thesis is exemplary through the use of multiple specific and applicable examples; transitions are exemplary creating an outstanding presentation | |
| Voice projection | candidate spoke too softly or mumbled | candidate was difficult to hear, but had some moments of clarity | candidate projected well, intonation, inflection, and emphasis were adequate | candidate did a very good job projecting and connecting with the audience utilizing inflection, emphasis, and effective pacing | candidate did an outstanding job projecting and connecting with the audience, masterful use of inflection, emphasis, and pacing | |
| Oral Presentation: proper use of grammar | multiple grammatical and stylistic errors | some errors in grammar and/or format that do not interfere with clarity | few grammatical and/or stylistic errors | nearly error free which reflects clear understanding and thorough preparation | error free which indicates mastery, deep understanding, and thorough preparation | |
| Knowledge of subject | speaker seemed uninterested in material and was | emerging knowledge of the subject, but lacks | clear articulation of ideas, has some confidence with | very clear articulation of subject and | extremely clear and cogent articulation of the | |

| | not yet developed | developing | proficient | very competent | exemplary | Score/Level I |
|--|--|--------------------------|-------------------|----------------------------------|--|--------------------------------|
| | unable to demonstrate knowledge of the subject | confidence with material | material | exhibits confidence with subject | subject and exhibits intense confidence with subject | |

created with  taskstream

Dispositions and Indicators of Noble Character

| | Not Yet Developed | Developing | In Evidence | Exemplary | Score/Level |
|--|--|--|--|--|--------------------|
| 1. Dignity & Honor: The candidate honors and respects the worthiness of all individuals in word and deed based on | Demonstrates indicator infrequently if at all. | Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher. | Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher. | Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed | |

| | Not Yet Developed | Developing | In Evidence | Exemplary | Score/Level |
|---|--|--|---|--|--------------------|
| PLNU's Wesleyan heritage: We are individuals created in the image of God, committed to civility, respect, hospitality, grace, and service. | | | | | |
| 2. Honesty & Integrity: The candidate demonstrates honesty, integrity, and coherence in attitudes, and actions, and is accountable to the norms and expectations of the learning community. | Demonstrates indicator infrequently if at all. | Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher. | Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher. | Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed | |
| 3. Caring, Patience, and Respect: The candidate demonstrates caring, patience, fairness and respect for the knowledge level, diversity, and abilities of others, ensuring that all students have the opportunity to achieve. | Demonstrates indicator infrequently if at all. | Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher. | Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher. | Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed | |
| 4. Spirit of Collaboration, Flexibility and Humility: The candidate | Demonstrates indicator infrequently if at all. | Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or | Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher. | Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness | |

| | Not Yet Developed | Developing | In Evidence | Exemplary | Score/Level |
|--|--|--|---|--|-------------|
| actively participates in and contributes to the achievement of the learning community, explaining own thought process with humility and considers those of others with a positive, open-minded attitude. | | teacher. | | to feedback from peers or teacher if areas for improvement are discussed | |
| 5. Harmony in Learning Community: The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community. | Demonstrates indicator infrequently if at all. | Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher. | Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher. | Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed | |
| 6. Self-Awareness/Calling: The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized | Demonstrates indicator infrequently if at all. | Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher. | Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher. | Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed | |

| | Not Yet Developed | Developing | In Evidence | Exemplary | Score/Level |
|---|--|--|---|--|-------------|
| growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform and to empower every student to fulfill his or her full potential. | | | | | |
| 7. Perseverance with Challenge: The candidate perseveres, remains engaged, and persists as a life-long learner, especially when academic and professional assignments are perceived as challenging. | Demonstrates indicator infrequently if at all. | Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher. | Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher. | Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed | |
| 8. Diligence in Work Habits & Responsibility for Learning: The candidate attends to the roles and responsibilities of the learning community, and is well-prepared and on time. The candidate completes required | Demonstrates indicator infrequently if at all. | Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher. | Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher. | Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed | |

| | Not Yet Developed | Developing | In Evidence | Exemplary | Score/Level |
|--|--------------------------|-------------------|--------------------|------------------|--------------------|
| assignments on time and is reflective and receptive to formative feedback. | | | | | |