

**EDUCATIONAL LEADERSHIP  
PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL**

**PART IV – Use of Assessment Results to Improve Candidate and Program Performance**

<b>Data Source</b>	<b>Plan of Action or Proposed Changes Made</b>	<b>Applicable Program or Common Standard(s)</b>
<b>Signature Assignment GED 604</b> Old data: 93% New data: 96%	Based on best practice and the current signature assignment criteria, the assignment has been changed to reflect the <i>Common Core SS and Smarter Balanced Assessments</i> . With the implementation of new program standards in 2015-16, this assignment will be a required class activity and will also reflect the Common Core and Smarter Balance. A new signature assignment will also be developed.	Common Standard 2,9,  Program Standard 1: Program Design and Rationale
<b>Signature Assignment GED 610</b> Old data: 93% New data: 100%	Based on best practice and current signature assignment criteria data, the assignment has been changed to reflect themes of <i>social and restorative justice</i> .  With the implementation of new program standards in 2015-16, Social Justice themes will be introduced to better define how budgets are developed and administered.	Common Standard 6  Program Standard 1: Program Design and Rationale  Program Standard 5: Role of Schooling in a Democratic Society
<b>Disposition Assessment</b>	Develop and implement a clearer schedule for assessment of dispositions Starting the in the 2014-2015 each candidate will be assessed at the end of the first course in the program and again by a different professor at the end of the final course. Candidates will self-assess at the beginning of the program and again at the end. Fieldwork supervisors will also assess at the end of the program and site supervisors will be asked to evaluate if allowed within the confines of the district’s collective bargaining agreement.	Program Standard 7: Nature of Field Experiences  Program Standard 8: Guidance, Assistance, and Feedback  Program Standard 14: Personal Ethics and Leadership Capacity
<b>Exit Survey</b>	The item “Support and Assistance Provided by the Site Mentor” had the lowest scores. The percentage of candidates that gave it a 2 is 5.77%, followed by 13.46% for a 3. Only 51.92% ranked this a 5 and another 38.46	Program Standard 7: Nature of Field Experiences  Program Standard 8: Guidance, Assistance, and

	<p>ranked it a 4.</p> <p>Site mentors provide support and assistance out of the goodness of their heart. At present, there is no compensation or training to fulfill this role. In the future, university supervisors will communicate more clearly the importance of the role of the site mentor in giving the candidates the guidance they need in fulfilling rigorous and relevant fieldwork experiences.</p>	<p>Feedback</p>
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