M.Ed. Candidates

Educational Leadership Concentration

Department of Professional and Secondary Education

Comprehensive Assessment
Policy and Protocol Manual

Revised: May 2012
Effective date: Summer 2005

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TO: Master of Education Degree Candidates
FROM: Dr. James Vagliardo, Graduate Coordinator
             Department of Professional and Secondary Education

RE: Comprehensive Assessment

In keeping with our commitment to model intentional teaching behaviors and develop reflective, deliberate educators the faculty of the Department of Professional and Secondary Education has developed a process of comprehensive assessment by portfolio. For most candidates this represents a change from the previously required written comprehensive examination. The examination by portfolio is required for candidates with a QPA of 3.25 or above prior to the semester in which their last course is being taken. The portfolio review process includes submission of the portfolio product and an oral presentation by the candidate to a board of examiners. **Any candidate with a QPA of less than 3.25 will be required to complete a written comprehensive examination during his/her final semester in addition to submitting a portfolio for oral presentation.**

Candidates for the **Master Degree in Education** must complete the following steps during the semester in which they intend to graduate:
(1) Indicate intent to submit a portfolio to the PSED Graduate Coordinator by:
         September 23rd for December graduation
         February 9th for May graduation
         June 23rd for August graduation
(2) Submit portfolio to the PSED Graduate Coordinator for faculty review by:
         November 8th for December graduation
         April 12th for May graduation
         July 30th for August graduation

(3) Participate in an oral presentation and exhibition of the portfolio – the date of the oral presentations will be week of:
         November 15th for December graduation
         April 18th for May graduation
         August 9th for August graduation

(4) The oral review and exhibition will take approximately 1 hour. You will be notified of your assigned time two weeks prior to the presentation. Time preferences will be considered but not guaranteed.

The portfolio format of comprehensive assessment is an opportunity for you to showcase the skills, content knowledge, and concepts you have developed during your graduate program. The portfolio provides you with the vehicle that supports the design of your future professional development as a life long learner.

You will be expected to give a 15 to 20 minute overview of your readiness for recommendation for an M.Ed with a concentration in Educational Leadership based on your meeting the standards. You are encouraged to use visual support (PowerPoint, transparencies, hands-on interaction). Be sure to reference your philosophy of leadership including your vision of learning and code of ethics.

The PSED professors conducting your exhibition will then ask clarifying and probing questions regarding specific artifacts and supplementary material. Rehearsing with colleagues for this experience has proven to be effective.

Please feel free to contact the graduate coordinator (570-422-3363 or jvagliardo@po-box.esu.edu) with any questions you may have after reading the information packet.

The comprehensive portfolio is viewed as both a product and process. As a product it demonstrates through a purposeful collection of work the knowledge and skills a student has attained as a result of the learning and growth in the PSED graduate program. As a process the creation of the portfolio enables the student to become a reflective learner and to continue on the path of life long learning.

The portfolio can be traditional hard copy or electronic. If electronic, the candidate must submit 3 labeled copies, PC compatible, formatted in Word. If not electronic, a 3 ring binder must be used. Do not encase the enclosures in plastic covers. Labeled dividers must separate the sections. **Bring a copy for yourself to the exhibition.**

The comprehensive portfolio must contain the following (a sample or explanation for each item is contained in the packet):
1. Cover sheet
     a. Name
     b. Contact Information
     c. Date submitted
     d. Identification of area of concentration (i.e., Administration)
     e. Advisor
2. Copy of signed Plan of Study (obtained from PSED office)
3. Professional resume (no more than 2 pages)
4. Table of Contents
5. Artifacts from graduate program courses to demonstrate the standards for Administration and Leadership based on the ISLLC and ELCC standards
     a. Artifacts must come from at least 7 of the courses from approved Plan of Study
     b. A minimum of 7 artifacts and a maximum of 12 artifacts should be provided as documentation
     c. All standards must be addressed
     d. A single artifact can document more than one standard
6. Summary sheet preceding each artifact supporting how the standard(s) has been met
7. Cross reference grid
8. Philosophy of Administration and Leadership including a vision for learning and code of ethics description
9. Plan for future professional growth. This should address, but not be limited to, such topics as professional organization activity, course or program enrollment, and research activity.
10. Annotated bibliography of at least 5 entries from the departmental reading list. The list is available in the Department office. Selections may not be one of your course reading requirements. You may use one source of special academic interest to you with pre-approval of your advisor.
11. Self-evaluation worksheet.

PORTFOLIO COVER PAGE

M.Ed. Educational Administration Concentration

Name: _____

Contact
Information: _____

Date Submitted: _____

Advisor: _____

Administration and Leadership Program Standards
(with list of example artifacts)

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community.	
1.1 Develop a School Vision of Learning.	PSED 595: Leadership model with vision of learning paper; portfolio philosophy, vision, and code of ethics paper
1.2 Articulate a School Vision of Learning.	Exhibition presentation
1.5 Promote Community Involvement in School Vision.	PSED 595: School community field experience paper
Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.	
2.1 Promote a Positive School Culture.	PSED 595: Organization theory profile activity PSED 584 or ELED 592: Action research PSED 579: Charter school application PSED 560: Research project PSED 554: Strategic plan PSED 516: Report on affective issues in class and school
2.2 Provide Effective Instructional Program.	PSED 595: Organization theory profile activity; case study journal PSED 584 or ELED 592: Action research PSED 579: Charter school application PSED 560: Research project PSED 554: Strategic planning PSED 515: Program evaluation proposal
2.3 Apply Best Practice to Student Learning.	PSED 590: Supervision assignments PSED 595: Case study journal (dependant upon cases assigned) Synthesis of assignments from PSED 595, 554, 590 PSED 579: Professional development plan from Charter School PSED 516: Small group lesson on selected reading
2.4 Design Comprehensive Professional Growth Plans.	PSED 590: Professional Development Plan
Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	
3.1 Manage the Organization.	PSED 590: Supervision assignments PSED 596: Budget analysis PSED 595: Problem solving activity PSED 595: Case study journal; Field experience journal; position function analysis paper
3.2 Manage the Operations.	PSED 554: Planned instruction activity; interview activity PSED 579: Create a charter school activity; lesson plan reflection based on best practice PSED 595: Problem solving activity; leadership model design PSED 595: Case study journal; field experience journal; position function analysis paper; written summary of Michael Fullan series activity on establishing priorities PSED 588: Written products: case analysis, board of education policy review, research paper PSED 595: Analysis and graphic organizer of macro- and micro- system organizational influence

3.3 Manage the Resources.	PSED 590: Supervision assignments PSED 596: Budget analysis PSED 556: Make decision on program evaluation case SPED 551: Inclusionary plan PSED 595: Research paper; case study journal; field experience journal; position function analysis paper PSED 595: Problem solving activity PSED 596: Budget analysis activity or final activity PSED 579: Charter school application PSED 554: Strategic planning
Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	
4.1 Collaborate with Families and Other Community Members.	PSED 516: Report on "relationships" SPED 551: Inclusionary plan PSED 595: Research paper; community development activity PSED 595: Local board of education analysis paper
4.2 Respond to Community Interests and Needs.	PSED 595: School community field experience paper PSED 579: Charter school application
4.3 Mobilize Community Resources.	PSED 515: Needs assessment activities SPED 551: Inclusionary plan PSED 595: Research paper; community development activity PSED 595: Local board of education analysis paper
Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner	
5.1 Acts with Integrity.	PSED 595: Leadership model design including vision PSED 554: Interview activity PSED 595: Written summary of Michael Fullan series activity on establishing priorities Ethics statement
5.2 Acts Fairly.	PSED 595: Leadership model design including vision PSED 554: Interview activity PSED 595: Written summary of Michael Fullan series activity on establishing priorities Ethics Statement
5.3 Acts Ethically.	PSED 595: Leadership model design including vision PSED 554: Interview activity PSED 595: Written summary of Michael Fullan series activity on establishing priorities Ethics Statement
Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	
6.1 Understand the Larger Educational Context.	PSED 516: Report on school reform study PSED 588: Written products: case analysis, board of education policy review, research paper PSED 595: Analysis and graphic organizer of macro- and micro- system organizational influence. PSED 596: Budget analysis activity or final activity
6.2 Respond to the Larger Educational Context.	PSED 595: Local board of education analysis paper; school community relations experience paper SPED 551: Inclusion plan PSED 595: Community demographics activity

Philosophy of Leadership and Administration

In a 1-2 page position paper state your philosophy of administration and leadership, vision for <u>student achievement</u>, and code of professional ethics. In stating your beliefs address the following in a clear and concrete manner:

- The contextual perspective of the school organization and the role of the principal within the organization
- Reflective professional growth and development
- Professionalism and ethics

Artifact Summary Format

In a 1-2 page summary, explain how this artifact demonstrates mastery of the standards using the following as guidelines:

1. What standard(s) are being met?

2. Using specific examples, explain how/why the artifact demonstrates your mastery of the outcome(s) by describing how the concepts, ideas and skills represented in the artifact demonstrate the symbiotic relationship between theory and practice. You need to be specific in your theoretical references as well as in the practical application orientation.

Additional Field Experience Requirements
Implementation Date – Summer 2006

PSED 596	Visit an urban or rural school, tour the building, and interview an administrator about issues particular to that type of school. It must be a district different from the student's own school's classification.
PSED 588	Attend the Practicing Administrator Panel Session that includes a special education administrator, a curriculum supervisor, and a vocational education administrator to broaden your perspective in regard to current educational issues.
PSED 595	Attend a minimum of one Leadership Academy session with a practicing administrator.
PSED 554	Participate in a curriculum alignment/revision/development session in your district or in another district.
PSED 592	Interview the administrator responsible for developing, monitoring, and evaluating Professional Development programming for a district in order to ascertain effective practice applications, issues, problems, and solutions.

CROSS REFERENCE GRID

Indicate the standards (with an X in the appropriate cell) and fill in the course name and number to create a cross-reference.

	Standard 1.1	Standard 1.2	Standard 1.5	Standard 2.1	Standard 2.2	Standard 2.3	Standard 2.4	Standard 3.1
Course								
Course								
Course								
Course								
Course								
Course								
Course								
Course								
Course								

CROSS REFERENCE GRID Continued

Indicate the standards (with an X in the appropriate cell) and fill in the course name and number to create a cross-reference.

	Standard 3.2	Standard 3.3	Standard 4.1	Standard 4.2	Standard 4.3	Standard 5.1	Standard 5.2	Standard 5.3	Standard 6.1	Standard 6.2
Course										
Course										
Course										
Course										
Course										
Course										
Course										
Course										
Course										

Self-evaluation Worksheet

Instructions: After considering the questions posed in each section, answer with a **yes** or **no**, then rate yourself with an **Excellent**, **Satisfactory**, or **Needs Improvement**. If you rate any of your work below excellent then think about what you need to improve and design an action plan for refining your work. After refining your work and reflecting on the significance of your accomplishment take time to practice articulating the contents of your portfolio.

	Organization of portfolio	**Performance outcomes, themes or goals**
Definition	Portfolio organization refers to the way the portfolio is assembled, the inclusion of all requirements, the writing mechanics, and the clarity and creativity of the presentation.	Performance outcomes identify the knowledge, dispositions, and skills that teachers/administrators should know and be able to demonstrate. They provide the conceptual framework for portfolio development and documentation. Goals identify areas for professional development and correlate with performance outcomes. Themes are generic categories inherent throughout the outcomes that represent your philosophy.
Attributes that promote quality portfolios	Are the contents arranged logically? Are the artifacts organized effectively? Did I include all artifacts and meet all of the outcomes? Have I proofread for mechanical errors? Is the portfolio presented in a clear and effective manner?	Are performance-based outcomes, themes or goals used as the foundation for the portfolio documentation? Is there evidence in the portfolio that communicates how I connect theory and practice? Did I complete the cross-reference chart to ensure completeness?
Action plan for refining products and presentation	Do I have a plan for completing both products? Are these internal deadlines? Are there any resources I need to order now?	Did I create two copies of the portfolio – one for PSED and one for me? Did I create an energizing way to present my achievements?
Documentation	Documentation refers to the artifacts selected to support your professional competencies. **Examples** of appropriate artifacts are listed on pp. 4-7. These are only examples – you may have other products from your course work that are just as appropriate.	Are all the artifacts relevant to the outcomes? Do the artifacts provide substantial evidence in support of my competency and growth? Do the artifacts reflect that connection of theory and practice? Have the artifacts been revised based on course instructor comments?

Summaries and Reflections	These are the narrative entries that provide information about the documents and insight about the portfolio developer's thoughts related to teaching and learning and/or educational administration and/or leadership.	Are the reflective summaries clearly articulated? Do they provide a rationale for inclusion, linkage to philosophical beliefs, comments about how the document supports the outcome, and specifically link theory to practice? Do my reflective summaries provide other information to help the reviewer understand how this artifact supports my ability to impact student learning or demonstrate leadership?

Name of Student: _____   Date: _____

Scoring Guide/Criteria: Likert Scale
(for candidate reference and examiner use)

Directions: Circle the number on the continuum that reflects your evaluation of each of the following portfolio aspects. Use the "comments" section to provide feedback regarding your assessment.

1. Introductory documentation – cover, Plan of Study, resume

(1) Little or no evidence	(2) Limited evidence	(3) Some evidence	(4) Clear evidence	(5) Clear, convincing evidence
Does not provide the required documents; narratives lack insight, critical thinking, problem-solving, and show no evidence of relationship between theory and practice				All documents are provided as specified; narratives reveal insight, critical thinking, problem-solving, and clearly show the relationship between theory and practice

Comments:

2. Vision statement (1.1)

Little or no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Lacks personalization or substance; not supported by sound educational theory				Personalized, substantive, and supported by research-based educational theory

Comments:

3. Articulation of Vision (1.2)

Little or no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Unclear; lacks sense of commitment; unable to respond to questions accurately or fully				Clear; compelling; able to respond to questions fully and accurately

Comments:

4. Positive School Culture (2.1)

Little or no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Lacks knowledge of characteristics of diverse populations; insensitive to needs of students; limits involvement of stakeholders				Recognizes characteristics and needs of diverse populations; sensitive to needs of students; encourages involvement in decision-making by all stakeholders

Comments:

5. Provide Effective Instructional Programs (2.2)

Little or no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Unfocused goals; fails to recognize and respond to barriers to learning; creates few opportunities for learning				Establishes clear expectations; removes barriers for learning; creates many opportunities for learning

Comments:

6. Apply Best Practice to Student Learning (2.3)

Little or no evidence	Limited evidence	Some evidence	(4) Clear evidence	Clear, convincing evidence
Little research foundation; unarticulated curriculum				Applies current research to a clearly articulated and comprehensive curriculum

Comments:

7. Comprehensive Professional Development Plan (2.4)

Little or no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Plan does not identify goals for higher level performance; may not be consistent with organization's vision and goals				Plan clearly commitment to lifelong learning and the organization's vision and goals; advocates for the profession

Comments:

8. Managing the Organization (3.1)

Little or no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Lacks understanding of teaching and learning, developmental theory, and organizational development; does not create systems that optimize student learning				Uses knowledge of teaching and learning, developmental theory, and organizational development theory to create a system that optimizes student learning

Comments:

9. Managing Operations (3.2)

Little or no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Continually makes unilateral decisions; lacks effective interpersonal skills; fails to manage or avoids all conflict				Involves stakeholders in goal-setting and decision-making where appropriate; uses interpersonal skills to build communication and manage conflict

Comments:

10. Managing Resources (3.3)

Little or no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Does not establish priorities, and fails to use available resources and technology supports				Seeks new resources; uses a data-based, resource priority-setting process and technological supports

Comments:

11. Collaboration to Positively Affect Student Learning (4.1)

Little or no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Does not seek partnerships, involve stakeholders in decision-making, or collaborate with community agencies				Utilizes effective communication and marketing strategies; proactively seeks partnerships; involves all stakeholders in decision-making; works with community agencies to foster learning

Comments:

12. Respond to Community Interests and Needs (4.2)

Little or no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Lacks knowledge of community or chooses not to utilize it				Highly visible in community; attends community events; knows key community members

Comments:

13. Mobilize Community Resources (4.3)

Little or no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Does not involve outside sources and discourages volunteering and partnerships; lacks knowledge of possible resources in greater community				Seeks support for learning from outside sources; encourages volunteerism and partnerships; knowledgeable of potential resources in greater community

Comments:

14. Acting with Integrity (5.1)

Little or no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Leadership style does not establish trust or reflect a commitment to service and personal values				Service, values-based leadership style; establishes mutual trust

Comments:

15. Acting Fairly (5.2)

Little or no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Partial, does not demonstrate respect for diversity, uses ineffective communication skills				Impartial, proactive attitude and behaviors regarding diversity issues, uses effective communication skills

Comments:

16. Acting Ethically (5.3)

Little or no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Actions do not reflect universal values nor a focus on student learning				Articulates and acts on a core set of universal values; respects the norms of the community; operationalizes the concept, "What is in the best interest of the student?"

Comments:

17. Understand the Larger Context (6.1)

Little or no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Lacks knowledge of the school entity's needs and demographics				Can accurately describe the needs and demographics of a school entity; integrates needs with laws, policies, and mandates

Comments:

18. Respond to the Larger Context (6.2)

Little or no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Does not demonstrate the need to communicate with the community				Articulates the need to proactively communicate vision, program, and issues to community; establishes positive two-way communication channels with community

Comments:

19. Written Communication

Little or no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Lacks clarity, focus, and coherence, with many errors in grammar and mechanics				Clear and coherent with no errors in grammar or mechanics

Comments:

20. Oral Communication Skills

Little or no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Poor eye contact, too quiet or too loud, does not engage audience, lack of enthusiasm				Effective eye contact, good tone, voice quality and animation

Comments:

Overall Rating

Unsatisfactory   Satisfactory   Outstanding
_____

Comments and recommendations:

Reviewers: _____   Date: _____

_____   Date: _____