

## **Section IV. Evidence for meeting standards**

### **Assessment 6. Application of Content Knowledge:**

#### **Portfolio Activities and Reflections**

##### **1. Description of the assessment and its use in the program**

The ELCC standards are the framework for the portfolio which the candidate develops throughout the program. Each candidate develops a portfolio which illustrates knowledge, skills and disposition for each standard. Candidates are required to provide a summary (demonstrating content knowledge) for each artifact in the portfolio which includes an identification of the standard(s) it addresses as well as a reflection (demonstrating skills and dispositions) about how it meets the standard.

As part of a new process beginning in fall, 2008, the assessor (college faculty) will review the artifacts and corresponding reflections for each ELCC standard and use the rubric to assess overall mastery of the standard based on individual artifacts and reflections. It should be noted that candidates receive ongoing support in development of the portfolio throughout the program and at various key junctures during the year-long Internship. Each candidate is required to include both course and internship assignments which are designed to meet ELCC Standards.

For the academic year 2008-2009, the portion of the rubric which shows the college faculty's evaluation of the artifact and the quality of the reflection will be included. For the academic year 2007-2008, only a quantitative analysis is available.

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

Portfolio artifacts and the reflection on those artifacts constitute a core process in the program. Activities without reflection do not provide the opportunity for growth. The Internship fosters being in the role of principal, utilizing the knowledge and skills of a principal and utilizing the growth opportunities which occur. Beginning in fall, 2008, college faculty will grade the artifact reflection piece.

##### **3. A brief analysis of data findings**

Data were collected for the academic year 2007-2008 through the candidates' internship portfolios. The data presented in the Log Hour Chart and the Artifact Summary Chart demonstrate the quantity of hours served in each standard and the number of reflections by the interns. The data are useful in guiding the internship supervisors and college faculty in areas where time and effort were spent as well as areas where more time and effort are necessary. It is clear from the log of hours that the interns put a central focus on the instructional program and developing and managing the resources to provide that program.

The fact that our interns served almost 4,000 hours learning and working in schools and school communities validates the Internship experience. The number of artifacts presented in leadership portfolios also reflects the emphasis on the instructional program. An important distinction is that it is the reflection on the activities and experiences of the Internship that elevates learning to a higher level. These thoughts are carried over to supervisor-intern conferences, college faculty and intern conferences and most of all to Internship seminars.

The data presented in this standard also indicate that we need to give more focus to involvement of families, the community, and more attention to legal and ethical principles. These data provide a perspective that we need to do more outreach to the greater community.

#### **4. Interpretation of how data provide evidence for meeting standards**

When the data from each assessment are taken from a wider view, each assessment provides guidance and feedback to the program. For the next report, the new scoring guide and rubric will be used to collect data to discern not only the quantity of the artifact and the reflection, but the quality as well.

For the academic year 2008-2009, the college faculty evaluation of the artifact and the reflection of the artifact will be included for the first time.

The total numbers of hours and the number of artifacts provide evidence of meeting parts of each standard. For future reports, the use of electronic portfolio will enable a more clear connection between the artifacts, artifact reflection and the standards.

## Assessment Documentation

### ATTACHMENT A

#### Assessment Tool or Description of the Assignment

##### *Portfolio Activities and Reflections*

The Internship is an investment for which the Cooperating School District, the College, and the Intern are expected to derive mutual benefit and in which all three have responsibilities. Complete cooperation among all three is essential to the optimal effectiveness of the program. The Internship experience should be realistic, practical, comprehensive, and problem-based. During the Internship, each student shall maintain a log of activities and develop a portfolio that includes participation in the six goals of the Internship. The student will maintain a log of project assignments/activities (150 hours minimum per semester) and develop a portfolio due no later than the end of spring semester.

#### Scoring Guide for Assessment ATTACHMENT B

##### *Portfolio Activities and Reflections*

### PORTFOLIO ACTIVITIES AND REFLECTION

#### KEENE STATE COLLEGE EDUCATIONAL LEADERSHIP PORTFOLIO

### *Artifact Reflection Sheet*

|   |   |
|---|---|
| <b>Title of Artifact</b>  | <b>Date Completed</b>   |
| <b>Grade (if applicable)</b>  | <b>Origin of Artifact (e.g., course, internship, work experience)</b> |
| <b>ELCC Content Standard(s) (Boldface standards addressed)</b><br><br>1   2   3   4   5   6 | <b>List ELCC Knowledge and Skills Codes Addressed by Artifact</b>     |

## Description of Artifact

Reflect about how the artifact addresses the standard(s) including a statement that supports the value of the artifact as evidence toward your mastery of the standard

## Evaluation of artifact

|   |   |   |   |
|---|---|---|---|
| 1.) The artifact accurately reflects the standards.   | 1 | 2 | 3 |
| 2.) The content is clearly connected to the standard.                                       | 1 | 2 | 3 |
| 3.) The reflection on the activity demonstrates content mastery.                            | 1 | 2 | 3 |
| 4.) The reflection on the activity demonstrates skill mastery.                              | 1 | 2 | 3 |
| 5.) The reflection on the activity demonstrates ethical principles and legal understanding. | 1 | 2 | 3 |

## ASSESSMENT 6: STANDARD LOG HOURS

| Standard: | Title of Standard:               | Total # of Hours: |
|-----------|----------------------------------|-------------------|
| 1         | Developing and Moving the Vision | 635.22            |
| 2         | Instructional Leadership         | 1002.69           |
| 3         | Managing with Resource Alignment | 1127.77           |
| 4         | Families and Community           | 440.09            |
| 5         | Integrity and Ethical Behavior   | 345.07            |
| 6         | Larger Context                   | 388.24            |
|           | <b>Combined Total:</b>           | <b>3939.08</b>    |

## ASSESSMENT 6

| <i>Standard:</i> | <i>Total Number of Artifacts</i>  |  |    |
|------------------|---|--|----|
| <b>1</b>         | <b><u>Developing and Moving the Vision</u></b><br><i>Sample Titles of Artifacts:</i><br>Vision Paper<br>Project: An Alternative Program<br>Cyber Bullying<br>PBS Leadership Team  |  | 73 |
| <b>2</b>         | <b><u>Instructional Leadership</u></b><br><i>Sample Titles of Artifacts:</i><br>Math Workshop<br>Organizational Leadership<br>Two Teacher Interventions<br>Peer Mediation Training  |  | 82 |
| <b>3</b>         | <b><u>Managing with Resource Alignment</u></b><br><i>Sample Titles of Artifacts:</i><br>Program Evaluation and Meeting Agendas<br>New England Common Assessment Program<br>Bus Duty Assignments<br>Emergency Response Protocols |  | 75 |
| <b>4</b>         | <b><u>Families and Community</u></b><br><i>Sample Titles of Artifacts:</i><br>Developing a 504 Planning Process<br>Truancy<br>Open House Schedule<br>Middle School to High School Transition                                    |  | 46 |
| <b>5</b>         | <b><u>Integrity and Ethical Behavior</u></b><br><i>Sample Titles of Artifacts:</i><br>Implementing of a Successful Anti-Bullying Program<br>Teacher Observation<br>START Team Meetings<br>Peer Coaching at BAMS                 |  | 51 |
| <b>6</b>         | <b><u>Larger Context</u></b><br><i>Sample Titles of Artifacts:</i><br><u>Title I CPR &amp; NCLB District Plan</u><br>SAU 47 Incident Command<br>21st Century Student<br>Career Awareness Activities                             |  | 48 |