

Assessment 2 (required) - Content Knowledge:
Assessment of content knowledge in Educational Leadership
Section IV – Evidence for Meeting Standards
Reflections

1. Description of the assessment and use in the program

Being a reflective practitioner is an essential goal of our program. Only through rich and continuous reflections can our students begin to make sense of their learning whether it be through readings, interpersonal relationships, whole school projects or any manner of the myriad tasks a school leader must master. As it states in our Principals Residency Network materials, just experiencing something is not enough – one must reflect on the experience before it can be considered authentic learning.

All of the course work is aimed at demonstrating professional level proficiencies in the ELCC Standards. All reflections are aimed at having the students increase their knowledge of content and of their own dispositions of leadership. The use of reflections gives the instructors an open window into the state of professional readiness of our students. The values of these assessments are deep and ongoing. They encourage relationships based on trust and a shared goal of constant improvement through self-assessment in the form of reflection.

Every school leader also needs to be an effective communicator. This allows the leader to create meaningful relationships, share their vision, and to communicate methodology that will most efficiently lead the school toward the successful completion of the vision. One critical skill in this realm is to be able to write effectively. This is why we have included “Writing Skills” in our Reflection Rubric.

By having the ability to focus our student’s work onto the successful inclusion of the ELCC Standards we assure that graduates from our program will have the requisite skills to be a successful school leader. This process is aimed at consistently calling upon our students to look inward for growth potential and to not be ready to blame external dynamics and trends as the cause for failure. While external forces do indeed create formidable hurdles it is a major responsibility of a professional school leader to create the means to overcome these hurdles to increase student achievement in social, emotional and academic domains.

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

Standard 1: *Moving the Vision*

Reflections address the following key components of the standard and when taken as a whole show understanding of the principles and theories in educational leadership, the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Standard 2: Creating a Positive Learning Environment

Reflections address the following key components of the standard and when taken as a whole show understanding and respect for the uniqueness of individuals; knowledge and experiences about the developmental differences and similarities between and among individuals with and without disabilities and 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.

Standard 3: Managing With Flexibility

Reflections address the following key components of the standard and when taken as a whole show an understanding, 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.

Standard 4: Public Support

Reflections address the following key components of the standard and when taken as a whole show an understanding, a 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.

Standard 5 Moral Courage and Acting in an Ethical Manner

Reflections address the following key components of the standard and when taken as a whole demonstrates that the candidate is an educational leader who has the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6 Understanding the Larger Context

Reflections address the following key components of the standard and when taken as a whole show an understanding, a knowledge and ability to promote the success of all students by responding to, and influencing the larger political, social, economic, legal, and cultural context.

3. A brief analysis of data findings

We have no data at this point.

4. Interpretation of how data provide evidence for meeting standards

Data will be collected during the 2006-2007 academic year and reported in June 2

**Keene State College
Educational Leadership Program
Rubric for Reflections**

Reflection Rubric – Educational Leadership Program	Not Yet-0	Proficient-1	Exemplary-2
Meaning Learning Understanding Based on Knowledge of ELCC Standards	Demonstrates little Understanding of The Material	Some Concepts Are Well Understood but Some Basic Concepts are Vague	Outstanding Understanding of the Material Supported by Quotes and Personal Reference
Writing Skills	Grammatical Errors; Lack Of Organization; Little Evidence of Effort	Writing Engages the Reader but too Many Grammatical Errors	Well Written Free From any Obvious Errors
Application to Being A Principal	No Relationship Established With Material	Application, while Realistic, seems Contrived or Forced – Lacks a Personal Connection	Superior Explanation of Connections to Both Personal and Professional Experiences. - Teaches Others Through Its Clarity