1. **Description of Assessment #3:**

   All candidates in LEAD complete a course portfolio prior to internship. As the mid-point course, with a strong emphasis on instruction (ELCC/ISLLC/ELLC 2).

   Readiness for the first full-fledged internship, LEAD 511, is determined by a candidate's performance in LEAD 504, Leading Learning I: Planning, Instruction, and Assessment. The purpose of LEAD 504 is to prepare school personnel to become instructional leaders who can develop, implement, and evaluate standards-based curriculum, instructional, assessment programs that are coherent, aligned, and research-based. As such, it was deemed to be a gateway course for LEAD 511, an internship designed to nurture entry-level competencies for promoting positive school culture and using best practice for leading learning.

   Each portfolio entry was assessed one evaluator, the LEAD 504 instructor. Scores on the portfolio tasks contributed to candidates' final course grades. The rubric used to evaluate portfolio entries can be found on the following page.

   Analyses of LEAD candidate performance on LEAD 504 portfolio tasks reveals that mean scores for LEAD candidates tended to be judged at the exemplary levels (8-10 points). Candidates taking the course in Fall 2007 tended to score more poorly ("acceptable" rather than "exemplary") on the alignment task than all others. In contrast, Fall 2008 candidates performed more poorly on the classroom assessment task. However, it is not possible to determine whether these differences are due to differences in LEAD candidate competence in the two cohorts versus scorer differences (e.g., interpretation/application of the rubric, scorer leniency, severity, etc.). Scoring of portfolio tasks by more than one evaluator in future semesters will make it possible to make such determinations.

2. **Alignment of Assessments with Standards:**
   The purpose of the LEAD 504 course is to determine if the candidate is….

   The primary focus of LEAD 504 is ELCC/ISLLC Standard 2: 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, with an emphasis on indicators two (Provide an effective instructional program) and three (apply best practices to student learning).

   The design of LEAD 504 allows for flexibility to be built into the composition of the course portfolio, depending on the needs, background, and experience of candidates in the course during any particular semester. As such, candidates in LEAD 504 in Fall 2007 were required to complete an additional task:

   Understanding By Design Unit: Take an existing unit plan and use backward design to transform it into an activity-oriented unit consistent with the Understanding by Design

approach. Use the design template distributed in class. Include your original unit plan in your portfolio.

Include a narrative reflection that addresses the following questions:
- What are the key similarities and differences between your "before" and "after" units?
- How would implementing your "after" unit change your role as teacher? In what way(s) would the experience of students in your class be different if they took part in the "after" unit?
- To what extent does backward design reflect the way in which you typically plan?
- To what extent does backward design reflect the way in which people in your school or district typically plan?
- What do you predict will be challenging aspects of planning in this way on a regular basis?

Use the design standards on p. 187 in Understanding by Design as a reference in reflecting on your revised unit plan.

Candidates in LEAD 504 in Fall 2008 were required to complete this additional task:

Mapping Project: Select a content area or course that you teach. Then, select 2 colleagues who teach in the same area. These individuals can teach at the same grade level or the same course as you OR they can be teachers who teach grades/courses adjacent to yours. Introduce these colleagues to the curriculum mapping process described in Mapping the Big Picture by Heidi Hayes Jacobs.

Complete an academic year curriculum map for your content area/course. Give your colleagues the template for your map and ask them to complete the same map (individually) for their content area or course. Then, collect your colleagues' maps and conduct a read-through of the three curriculum maps.

Write an analysis of the three curriculum maps from the following perspectives:
- What surprised you about the maps? Were there content area, skills, or assessments that you did not know that your colleagues taught?
- In what areas did repetition (as opposed to spiraling) of content, skills, or assessments occur?
- Where are there gaps in terms of content, skills, or assessment?
- To what degree does the content of the maps align with Grade Level or Grade Span Expectations?
- To what degree do the content of the maps reflect best current practice in the content area?
- What curriculum issues merit further examination?

- What are your initial recommendations for revising the curriculum?

Include a copy of all three curriculum maps in your portfolio.

3. **Analysis of the data findings:**
Examination of the data from LEAD 504 indicates that candidates (during 2006-2009) were varied; most were exemplary or proficient for the established expectations for Assessment 3: Course Portfolio. All candidates were expected to compile the necessary materials, presenting an exemplar to their classmates, the entire binder to the professor for scoring against the rubric.

4. **Interpretation of how that data provided evidence for meeting standards:**
Data arc presented that indicate candidates met expectations in addressing the ELCC and ELCC/ISLLC standards and FSEHD Advanced Competencies in LEAD 504. Areas of strength, where high numbers of candidates scored in the Exemplary or Proficient range, involved
- School Culture and Instructional Program (ELCC and ELCC/ISLLC standard 2), specifically:
    o 2.2c (Articulates all the processes associated with the development of equitable district budgets- provide effective instructional programs)
    o 2.3c (Demonstrates effective use of research and assessment to inform curriculum development and instruction); and
    o 2.3b (demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning.).
Tasks focusing on a synthesis of research with the development of a graduate response guided by leadership standards is viewed as a necessary experience for the educational leadership candidates. This project is a synthesis of the candidate's knowledge, skills, and dispositions that is depicted as a capstone experience within the educational leadership program. In addition, required articulation regarding the process of organizing and aligning practice with practical situations provides an authentic site-based experience for the students, resulting in solid scores in the areas of school culture and management of the organization.

ASSIGNMENT

To this end, the tasks required for the LEAD 504 portfolio in both the Fall 2007 and 2008 semesters included:

Classroom Assessment Evaluation: Using the Classroom Assessment Confidence Questionnaire (attached) and the Competency Standards in Student Assessment for Educational Administrators, characterize your current assessment knowledge, skills, practices, and professional development needs. Be honest in your assessment of your assessment knowledge, skills, practices, and professional development needs. Reference the Competency Standards in Student Assessment for Educational Administrators and the indicators in the Classroom Assessment Confidence Questionnaire in your analysis.

Use the same tools to characterize your opinion of the current assessment knowledge, skills, practices, and professional development needs of teachers and administrators at your school. Reflect also on how receptive you think that your colleagues would be to professional development in assessment and on ways you could imagine introducing this topic to your peers.

1. Alignment Evaluation: Examine alignment documents developed by your school or district for one content area. These should be documents your school or district has developed to provide evidence that the curriculum is aligned with relevant standards (e.g., GLEs, GSEs, applied learning standards, other content standards, etc.). Alignment documents of this nature are often drafted for accreditation (e.g., NEASC) or other reporting purposes (e.g., Graduation by Proficiency).

Evaluate the alignment of curriculum content and relevant standards in terms of:
- o depth of knowledge
- o categorical concurrence
- o range of knowledge
- o balance of representation

Also, evaluate the quality of the alignment evidence provided by your school/district. How would you recommend that the school or district's alignment process and/or documentation be improved?

2. Reflection on Instructional Leadership: In your opinion, what is the principal's role as an instructional leader? How can a principal/special education administrator/director of counseling's improve curriculum, instruction, and learning for all students? Use what you have learned in this course to illustrate your thoughts on this issue.

3. Final Reflection: After working hard on something, you learn more if you stop and think about what you did. It is a way to consolidate your gains and provide you with a record of what you learned. Such reflection helps you integrate your recent activities with your less recent experiences. It also helps you integrate your experiential learning with course content gleaned from readings and other sources. Your portfolio should include a final statement synthesizing and reflecting on what was learned throughout the course. Your reflection paper should address all of the following:

- Your self-evaluation of the progress you have made throughout the course
- Reflections
    - o Lessons learned
    - o Difficulties you encountered and the conclusions you have reached as a result

- o Successes you achieved and the new insights you have gained from achieving them
- o Things you would do differently next time and why
- o Interesting ways your experience relates to previous course work --especially unexpected or conflicting results

Things you should NOT do in your reflection include:
- Spending most of the time summarizing what you did
- Stating mere reactions such as "I enjoyed this," "This was interesting," "This was frustrating," and "I would use this process again," without explaining the reason for certain reactions
- Complaining about external conditions that kept you from doing your best.

Scoring Guide: Attachment 3B
Course Portfolio
LEAD 504

Candidate Name: _____Semester/Year

_____

LEAD Faculty Evaluator: _____

The LEAD instructor will evaluate the student activity to determine the student level of proficiency on curriculum and instruction.

Course Portfolio	Target	Acceptable	Developing	Unacceptable
Alignment to Standards	Exemplary	Meets Standard	Nearly Meets Standard	Does NOT meet The standard
2.2 Provide effective instructional program (ELCC 2.2a)	Candidate effectively demonstrates the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. **Project requires the candidate to plan for the supervision of professional development activities based on reflective practice and current research on curriculum and instruction.**	Candidate demonstrates some ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. **Project requires the candidate to plan for the supervision of professional development activities based on reflective practice and current research on curriculum and instruction.**	Candidate does not demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. **Project requires the candidate to plan for the supervision of professional development activities based on reflective practice and current research on curriculum and instruction.**	
2.2a score:				
2.4 Design comprehensive	Candidate effectively demonstrates the ability to design and	Candidate demonstrates some capacity to design and implement well-	Candidate lacking in capacity to design and implement well-planned	

professional growth plans (ELCC 2.4a)	implement well-planned professional development programs based on reflective practice and research on student learning and consistent with the school vision and goals **As candidates do project they are to evaluate the performance based teacher evaluation used in their district for positive professional development opportunities. They are to compare the district model with the stale model and develop a plan for ensuring quality professional development for each staff member.**	planned professional development programs based on reflective practice and research on student learning and consistent with the school vision and goals **As candidates do project they are to evaluate the performance based teacher evaluation used in their district for positive professional development opportunities. They are to compare the district model with the stale model and develop a plan for ensuring quality professional development for each staff member.**	professional development programs based on reflective practice and research on student learning and consistent with the school vision and goals **As candidates do project they are to evaluate the performance based teacher evaluation used in their district for positive professional development opportunities. They are to compare the district model with the stale model and develop a plan for ensuring quality professional development for each staff member.**	
2.4a Score:				
2.4 Design comprehensive professional growth plans (ELCC 2.4b)	Candidate effectively demonstrates the ability to use strategies such observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel **Candidates use project to show their ability in planning professional growth plans for all school personnel. They are to discuss how they would acquire information regarding professional growth needs, establish a plan of implementation and explain how their plan can lead to renewal of the learning community.**	Candidate demonstrates some ability to use strategies such observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel **Candidates use project to show their ability in planning professional growth plans for all school personnel. They are to discuss how they would acquire information regarding professional growth needs, establish a plan of implementation and explain how their plan can lead to renewal of the learning community.**	Candidate demonstrates limited ability to use strategies such observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel **Candidates use project to show their ability in planning professional growth plans for all school personnel. They are to discuss how they would acquire information regarding professional growth needs, establish a plan of implementation and explain how their plan can lead to renewal of the learning community.**	
2.4b Score:				
2.4 Candidates demonstrate the ability to make professional growth plans for leadership	The candidate effectively demonstrates the ability to develop and implement personal professional growth	The candidate demonstrates some ability to develop and implement personal professional growth plans that reflect a	The candidate demonstrates limited ability to develop and implement personal professional growth plans that reflect a	

(ELCC 2.4c)	plans that reflect a commitment to life-long learning **As candidates do project 504 they are to develop their personal leadership platform. They analyze for strengths and then are charged with developing their personal professional growth plan and explaining how it impacts teachers and student success.**	commitment to life-long learning **As candidates do project 504 they are to develop their personal leadership platform. They analyze for strengths and then are charged with developing their personal professional growth plan and explaining how it impacts teachers and student success.**	commitment to life-long learning **As candidates do project 504 they are to develop their personal leadership platform. They analyze for strengths and then are charged with developing their personal professional growth plan and explaining how it impacts teachers and student success.**	
2.4c Score:				

* All portfolio tasks are aligned with ELCC/ISLLC Standard 2

Scoring Guide: Attachment 3C
LEAD 504

2. School Culture						
Performance Descriptors	Target/Exemplary	Acceptable	Developing	Unacceptable	Class: LEAD 504	# of Students
2.1a	52%	48%	0%	0%	LEAD 504	21
2.2a	62%	38%	0%	0%	LEAD 504	21
2.2b	62%	38%	0%	0%	LEAD 504	21
2.2c	76%	24%	0%	0%	LEAD 504	21
2.3a	29%	71%	0%	0%	LEAD 504	21
2.3b	67%	33%	0%	0%	LEAD 504	21
2.3c	71%	29%	0%	0%	LEAD 504	21
2.4a	14%	71%	5%	0%	LEAD 504	21
2.4b	19%	76%	5%	0%	LEAD 504	21
2.4c	48%	52%	0%	0%	LEAD 504	21