



## **Educational Administration Tier I Program**

*Signature Assignment for EDAD 680*

*Advanced Field Experience Portfolio Assessment Rubric*

### **Student Learning Outcome(s) Assessed:**

SLO #1: Develop a shared vision of learning that is supported by the school community.

SLO #2: Advocate, and sustain a school culture and instructional program conducive to student learning and staff professional growth.

SLO #3: Manage the organization, operations, and resources to foster a safe, efficient, and effective learning environment.

SLO #4: Collaborate with families and community members, respond to diverse community needs, and mobilize community resources

SLO #5: Model a personal code of ethics and develop professional leadership capacity

SLO #6: Understand, respond and influence the larger political, social, economic, legal, and cultural context.

### **Description of the Signature Assignment**

Candidates spend three weeks working as an administrator in a school to carry out activities related to the CPSELS standards. They prepare a portfolio that documents their experiences and their learning related to each of the 6 CCTC standards.

### **Directions for Students**

Develop a contract to list and describe project activities for each of the 6 CCTC standards. Write reflections to link experience to course theory and cite several authors from coursework texts or materials. Prepare artifacts to demonstrate competency.

## Scoring Rubric:

| Dimension   | 6 Exemplary   | 3-5 Satisfactory   | 1-2 Needs Additional Attention  | Score      |
|---|---|--|---|------------|
| <b>Growth and Assessment</b>  | CPSELS and TSSA assessment, both pre and post, are scored;<br><br>Candidates show <b>marked</b> improvement in competency on standards' elements between pre and post   | CPSELS and TSSA assessment, both pre and post, are scored;<br><br>Candidates show <b>some</b> improvement in competency on standards' elements between pre and post  | CPSELS and TSSA assessment, both pre and post, may not be completely scored;<br><br>Candidates show <b>little to no</b> improvement in competency on standards' elements between pre and post   | /6         |
| <b>Contract and Standards Based Activities</b>                      | Contract included;<br><br>Contract lists and describes project activities for each of the 6 CCTC standards;<br><br>Project/activities show extensive depth and breadth to provide broad experiences to master standards;<br><br>Contract includes all signatures;<br><br>Contract includes site supervisor's approval/comments regarding candidate's performance. | Contract included;<br><br>Contract lists and describes project activities for each of the 6 CCTC standards;<br><br>Project/activities show some depth and breadth to provide broad experiences to master standards;<br><br>Contract includes all signatures;<br><br>Contract includes site supervisor's approval/comments regarding candidate's performance. | Contract included;<br><br>Contract lists and describes project activities for all or some of the 6 CCTC standards;<br><br>Project/activities show little depth and breadth to provide broad experience to master standards;<br><br>Contract may not include all signatures;<br><br>Contract may not include site supervisor's approval/comments regarding candidate's performance on each standard. | /6         |
| <b>Reflections (connected to program teaching/texts/activities)</b> | All reflections demonstrate high quality of thought and a depth of analysis regarding the implications and applications of the experience;<br><br>Candidate consistently links experience to course theory; cites several authors from coursework texts or materials  | All reflections demonstrate quality of thought and an adequate depth of analysis regarding the implications and applications of the experience;<br><br>Candidate links experience to course theory; cites 1-2 authors from coursework texts or materials   | All reflections demonstrate quality of thought and an adequate depth of analysis regarding the implications and applications of the experience;<br><br>Candidate links experience to course theory; cites 1-2 authors from coursework texts or materials  | /6         |
| <b>Work Artifacts</b>   | Artifacts demonstrate a high degree of competency in each standard or standard element;<br><br>All artifacts are personally created by the candidate;<br><br>Each artifact is accompanied by a well-developed rationale and reflection sheet (as included in the Fld. Exp. Handbook);<br><br>All artifacts are clearly labeled.                                   | Artifacts demonstrate an adequate degree of competency in each standard or standard element;<br><br>All artifacts are personally created by the candidate;<br><br>Each artifact is accompanied by an adequately developed rationale and reflection sheet (as included in the Fld. Exp. Handbook);<br><br>All artifacts are labeled.                          | Artifacts demonstrate limited competency in each standard or standard element;<br><br>Some artifacts are personally created by the candidate;<br><br>Some artifacts are accompanied by a minimally developed or poorly developed rationale and reflection sheet (as included in the Fld. Exp. Handbook);<br><br>Some artifacts are labeled.   | /6         |
| <b>Supervisor's Evaluation</b>                                      | Disposition for Leadership and the Progress Report are included and document and reflect exemplary performance by the candidate.  | Disposition for Leadership and Progress Report are included and document and reflect adequate performance by the candidate.  | Disposition for Leadership and Progress Report are included and document and reflect less than adequate performance by the candidate.   | /6         |
| <b>Total</b>  |   |  |   | <b>/30</b> |

## Legend

| Total Points | College of Education Assessment Scale Equivalent |
|--------------|--|
| 27-30        | 4 (Exceeds Expectations)                         |
| 21-26        | 3 (Meets Expectations)                           |
| 16-20        | 2 (Meets Some Expectations)                      |
| 12-15        | 1 (Does Not Meet Expectations)                   |
| 0-11         | 0 (Can't Score)                                  |