

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Michael D. Eisner College of Education
Educational Leadership and Policy Studies

COURSE OUTLINE

ELPS 686 Assessment of Candidate Competence (2 units)

MICHAEL D. EISNER COLLEGE OF EDUCATION MISSION STATEMENT:

The Michael D. Eisner College of Education as a professional school uses a developmental approach to promote reflection, critical thinking, and excellence in an inclusive learning community. Its graduates are well educated, highly skilled and caring persons who are lifelong learners prepared to practice in an ever changing, multicultural world. They are committed to promoting achievement of all students as a primary measure of successful educational practice. Graduates assume service and leadership roles in public and private educational, health, and social programs and institutions. The College establishes and maintains productive partnerships with community schools and agencies. The faculty is committed to excellence in teaching, scholarship, service and collaboration with the community and professions. The values for faculty and students that form the foundation of the Conceptual Framework include the following:

1. We value high standards in the acquisition and application of professional knowledge and skills in subject matter, pedagogy, and technology.
2. We value the achievement of students at all levels and promote its accomplishment in accordance with national, state, and institutional standards.
3. We value an inclusive learning community.
4. We value creative, critical and reflective thinking and practice.
5. We value ethical practice by caring professionals.

CATALOG DESCRIPTION

The assessment of the candidate for the professional administrative credential will be accomplished by a review of all activities identified in the candidate's Induction Plan as well as in the seminar coursework. The assessment process will be guided by the university faculty advisor in consultation with the candidate's school or district mentor. The assessment will include review of the candidate's portfolio based on Induction Plan goals and activities as well as candidate self-assessments and assessments by the candidate's mentor. An Exit Interview will be conducted at the conclusion of the candidate's program of studies to review the portfolio and to complete the assessments. The Exit Interview will involve the candidate, the university advisor and site mentor.

ELPS DEPARTMENT MISSION STATEMENT

Our mission is to prepare and inspire educational leaders to maximize student learning and access, link theory to best practice, support collaborative partnerships, and promote culturally responsive leadership in a diverse environment.

PLACE OF THE COURSE IN THE CURRICULUM

Required Course in the Professional Administrative Services Credential

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING (CCTC) STANDARDS for the Professional Administrative Credential - Thematic areas of Administrative Competence and Performance

Each student should be an educational leader who promotes the success of all students by:

1. **Vision of Learning:** facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
2. **Student Learning and Professional Growth:** advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
3. **Organizational Management for Student Learning:** ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
4. **Working with Diverse Families and Communities:** collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. **Personal Ethics and Leadership Capacity:** modeling a personal code of ethics and developing professional leadership capacity;
6. **Political, Social, Economic, Legal and Cultural Understanding:** understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

COURSE PERFORMANCE OBJECTIVES

The Assessment will...

- provide the candidate with an assessment of his/her achievements in all aspects of the Professional Credential program, including coursework as well as practical experiences and projects completed as part of the Induction Plan (ELPS 685) and the Practicum ELPS 689 (*Action Research Project*)

- include multiple measures and sources, including the self-assessment by the candidate, assessment of candidate performance in the 5 unit seminar course (ELPS 695C) and assessment by the site/district mentor and the university faculty
- be systematic and fair with authentic assessment measures used as much as possible
- be both formative and summative and ongoing - in part through feedback from members of the *triad* as well as through the assessments conducted in the coursework, the practicum and other activities
- include the candidate's peers who may provide feedback to each other, particularly in a cohort setting
- identify areas of insufficiency that might require additional attention by the candidate, particularly as these relate to the *Dispositions* and the *Six Standards* (see **form** attached)
- identify areas of current strength and accomplishments which will be useful to the candidate for his/her future administrative career and job roles and responsibilities
- seek feedback from candidates and mentors on the strengths and weaknesses of the Administrative Professional Credential preparation program

COURSE REQUIREMENTS

The candidate will...

1. complete a portfolio of documentation related to the Induction Plan (ELPS 685) activities in the *Six Standards*.
2. seek feedback from his/her site/district mentor and university faculty advisor throughout the program
3. attend the Exit Interview conference with his/her site/district mentor and the university faculty advisor
4. present his/her portfolio as well as the work completed on the Practicum (ELPS 689) *Action Research Project* at an Exit Interview Conference which will be conducted at the end of the program and will involve the candidate, his/her site/district mentor and the university faculty advisor
5. complete a self-assessment on the ELPS *Dispositions* (see **form** attached) and bring this to the Exit Interview
6. assure completion of an assessment by his/her site/district mentor of the *Dispositions* and the *Six Standards* (see **form** attached)

GRADING

This is a Credit/No Credit course.

The faculty advisor and the site administrator mentor will review the required information and documents at the Exit Interview conference. A portfolio *rubric* will be used by the faculty advisor to assess the portfolio presented by the candidate.

ACADEMIC HONESTY

Cheating, plagiarism, submitting another person's material as one's own, or doing work for another person who will receive academic credit are all impermissible. The California Code of Regulations in Section 41301, Title 5, is listed as an offense for which a student may be expelled, suspended, or given a less severe disciplinary action. (See University Catalog 2004-2006, pp 531-532).

COURSE SCHEDULE – see Syllabus

Date	Readings/Assignments	Topic/Course Content
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PROFESSIONAL ADMINISTRATIVE SERVICES CREDENTIAL
ELPS 686 Assessment of Candidate Competence (2 units)

CANDIDATE NAME _____

POSITION _____ SCHOOL/ DISTRICT _____

Candidates are required to participate in an **Exit Interview**. Preparation for the Exit Interview:

- Review progress on Induction Plan activities for all Six Thematic Areas and make sure you have documentation on the projects you have completed, or show where you are in the process of completing them.
- Organize your documentation (selected representative samples) for presentation at the Exit Interview into a portfolio or a file box. Organize activities and projects by the Six Thematic Areas or by project/activity (indicate which Thematic Area/s the projects cover.
- Bring your Practicum *Action Research* Project - include in portfolio or in separate folder.
- You may also bring any portfolios or class projects you did in your seminar course.
- Bring the completed (4) four required forms which will be kept as evidence of your having completed all the requirements for the credential (with signatures of mentor and university advisor): 1.) *Induction Plan (Candidate Assessment of Need and Interest and Expectations for Candidate Performance)*; 2.) *Induction Plan (Support and Mentor Component)*; 3.) *Practicum (Action Research Project Proposal)*; 4.) *Assessment of Candidate Competence (with attached self-assessment on ELPS Dispositions)*

ELPS 686 Assessment of Candidate Competence –DISPOSITIONS for Educational Administrators

As part of your Professional Administrative Services Credential Program, write a reflective self-assessment that addresses your commitment and values related to each of the following dispositions. (Attach your self-assessment)

1. **Ethical and professional** practice and behavior: ideal of the common good, caring, respectful of individual and group rights, respect of roles and responsibilities, justice, honesty, integrity, fairness, courage and good character, ethical decision-making; sensitivity to, and concern for, self and others.
2. **Collaboration** with others, with constituency, with all members of the school community, involving stakeholders in management processes and decision-making; involving staff, families and communities in decision making processes that lead to equitable schools
3. **Effective communication:** using good verbal (oral, speaking, writing) and non-verbal communication skills, especially being a good listener

4. **Proactive and visionary leadership:** high standards of learning; continuous school improvement; belief that all students can learn; student learning as the fundamental purpose of schooling; willing to examine one’s own assumptions/beliefs/practices; commitment to the profession; creative, critical and reflective thinking.
5. **Life-long learning:** professional development for self and others as an integral part of school and personal improvement; high quality standards, expectations and performance; education as key to opportunity and social mobility; commitment to pursuing knowledge and skills required of educational leaders.
6. **Responsibility and time management** to meet obligations to self and others; accomplishing personal and professional goals.
7. **Diversity:** being sensitive to individuals, groups, cultures and all aspects of the school and larger society; recognizing, valuing, and understanding diversity in cultures, ideas, values, lifestyles, learning styles, intelligences; providing leadership that promotes continuing dialog with diverse community groups to develop culturally responsive schools; facilitating implementation of learning opportunities that are effective in closing achievement gaps and providing quality education in diverse school communities.

Site Mentor Evaluation of Candidate

Please place a number (1-5) next to each statement to indicate your perception of this candidate’s degree of commitment to the following dispositions: 1=low to 5=high or “don’t know”

ELPS DISPOSITIONS for Educational Administrators

Degree of Commitment

- | | |
|--|-------|
| 1. Ethical and professional practice and behavior | _____ |
| 2. Collaboration with others | _____ |
| 3. Effective communication | _____ |
| 4. Proactive and visionary leadership | _____ |
| 5. Life-long learning | _____ |
| 6. Responsibility and time management | _____ |
| 7. Diversity | _____ |

Please place a number (1-5) next to each statement to indicate your perception of this candidate’s level of experience in the following areas: 1=low to 5=high or “don’t know”

CCTC Six Standards

Each candidate should be an educational leader who promotes the success of all students by:

- | | <i>Level of Experience</i> |
|--|----------------------------|
| 1. facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community | _____ |
| 2. advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth | _____ |
| 3. ensuring management of the organization , operations, and resources for a safe, efficient, and effective learning environment | _____ |
| 4. collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources | _____ |
| 5. modeling a personal code of ethics and developing professional leadership capacity | _____ |
| 6. responding to, and influencing the larger political, social, economic, legal, and cultural context | _____ |

Site Mentor Name (printed)

Signature

Date

***Signatures of Triad upon completion of the Exit Interview:
Signatures indicate that all requirements for the Professional Administrative Services
Credential have been completed***

Mentor _____ Date _____

University Faculty Advisor _____ Date _____

Candidate _____ Date _____

Department Chair _____

Credential Office Notification of Completion (Date) _____