

TOURO COLLEGE M.S. IN SCHOOL LEADERSHIP

Overview of Key Assessments

Key Assessments

As part of the School Leadership Program's on-going quality assurance efforts, faculty developed the Program Assessment Map aligning each course with the Professional Standards Educational Leaders-2015(PSEL), the CAEP Standards, NYS School Building and School District Certification Examinations and the NYSED certification requirements.

Faculty discussions resulted in the identification of key assignments to be used to address the CAEP Advanced Program Standard A 1. The key assessments are the final assignments/assessments in courses EDDN 610 Analysis of Student and School Performance and Achievement Data for Instructional Improvement, EDDN 611 Leadership for 21st Century School Leaders: Theory and Practice, EDDN 615 Supervision of Instruction, EDDN 617 Education Law and Ethics for School Leaders, DDN 682 Technology for School Administrators, EDDN 697 Professional Internship Part I and EDDN 698 Professional Internship Part II. When the CAEP Advanced Program Standards were released, Assessment Rubrics were developed, and inter-rater reliability exercises were completed or are in progress. Additionally, the Internship Evaluation Survey completed by the candidates' site supervisors during the internship (EDDN 697 and EDDN 698) are used as key indicators of the preparedness of our graduates to become certified school leaders.

New York State requires each candidate seeking certification as a school building leader or school district leader to pass the Educating All Students Certification Examination. All of our candidates take this exam and the passing rate is used as an indicator that our graduates are prepared to in the words of CAEP "advance the learning of P-12 students toward attainment of college- and career-readiness standards... and to enhance "learning and development opportunities for students."

Criteria for Success

Each of the Key Assessment Rubrics use a four-point scale Unsatisfactory, Basic, Proficient and Distinguished. Faculty have determined that proficient is indicative of a 3.0 on the assessment and each key assessment is valued at 20% of the course grade. The internship site -supervisor's evaluation of the intern is also valued at 20% of the grade for each semester of the internship.

All candidates are expected to maintain a benchmark GPA of 3.0. If a candidate falls below that indicator, the program chairperson consults with the candidate, councils them and if needed, in extraordinary instances, councils the candidate out of the program.

A Culture of Continuous Improvement

The School Leadership Program faculty has always operated with the belief that we must constantly examine our candidates' results on the NYS SBL/SDL exams and take steps to revise aspects of the program's courses when needed. The identification of the key assessments is the result of this approach to continuous improvement. We expect that as the newly revised key assessments (assignments) are implemented starting in spring 2018 we will be able to track the preparedness of our candidates to be effective school leaders. We fully expect that we will need to make changes along the way to ensure that the program provides candidates with optimal course offerings and opportunities for success. Initial reliability exercises resulted in the faculty making minimal changes to the assessments for EDDN 615 and EDDN 617. The rubrics for these courses did not change. Reliability exercises will be conducted on these courses at the conclusion of the spring 2019 semester.

ASSESSMENT TOOLS

The following documents are the rubrics for each of the key Assessments and the Leadership Program Map.

Courses and Key Learning Outcomes	Content (letters correspond to State requirements & ISLLC and Professional Standards 2015)	CAEP Standard A.1 Content and Pedagogical Knowledge	SED EXAM FRAMEWORK (Test and sub-part)	TOURO ASSESSMENT
<p>Education 610 Analysis of Student and School Performance and Achievement Data for Instructional Improvement (3 credits)</p> <p>Key Learning Outcome</p> <p>Students will demonstrate understanding of the concepts, practices and analyses of data to improve student and school achievement.</p>	<p>NYS: (d) (4) Lead comprehensive long-range planning informed by multiple data sources for assessing school performance and achievement (f) Establish accountability systems for achieving educational goals and objectives Professional Standards for Ed. Leaders (2015) Standard 4 a-g</p>	<p>A.1.1: Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through: -Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; -employment of data analysis and evidence to develop supportive school environments</p>	<p>School Building Leader Field 107 Competency 0001-Instructional Leadership for School Success-Performance Indicators: b. collecting, analyzing, and using data to identify vision-aligned goals for improved teaching and learning; developing plans to achieve goals; monitoring and evaluating plan progress and effectiveness; and revising plans as needed,</p>	<p>Candidates will develop a School Improvement Plan that incorporates the concepts of data driven instruction.</p>
<p>Education 611 Leadership for the Twenty-First Century School Leader-Theory and Practice (3 credits)</p> <p>KEY LEARNING OUTCOME: The ability to collaborate constructively with peers to produce a product assessing leadership theory, practice and the relationship to school/district leadership</p>	<p>NYS: (a) Develop and implement an educational vision (j) Maintain a personal plan for self-improvement and continuous learning (g) Set a standard for ethical behavior by example Professional Standards (2015)- Standard 1 a, b, d, f, g. Standard 7 b, c Standard 10 b</p>	<p>A.1.1: Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through: -Leading and/or</p>	<p>School Building Leader Field 107 Competency 0001-Instructional Leadership for School Success-Performance Indicators: a. collaboratively developing and implementing a school vision of high achievement and college/career readiness for all students, b. collecting, analyzing, and using data to identify vision-aligned goals for improved teaching and learning; developing plans to achieve goals; monitoring and</p>	<p>Candidates are assigned to teams and collaborate to develop an assessment of the leadership principles of several leaders from fields outside education. The team members evaluate each team members participation in this collaborative project. These ratings contribute to each individual's grade on the assessment.</p>

		<p>participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;</p> <p>-employment of data analysis and evidence to develop supportive school environments;</p> <p>-Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.</p>	<p>evaluating plan progress and effectiveness; and revising plans as needed</p> <p>Competency 0002- School Culture and Learning Environment to Promote Excellence and Equity- Performance Indicators: Applies knowledge of skills and strategies for:</p> <p>a. establishing an organizational culture of shared commitment to academic excellence and exemplary behavior for all students</p> <p>c. promoting an environment in which students are consistently learning, respectful, and on task and are active and engaged learners</p> <p>d. ensuring that student needs are the primary consideration in all aspects of school decision making and resource use</p> <p>School Building Leader Field 108 COMPETENCY 0002—Family and community engagement- Performance Indicators_ Applies knowledge of skills and strategies for:</p> <p>a. guiding staff to establish and maintain positive, productive, and respectful relationships with parents/guardians and engage them in their children's learning</p>	
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Education 612 Curriculum Development and Implementation for the School Leader (3 credits)	NYS: (d) (1-4), (10) Lead comprehensive long-range planning in: curriculum development, instructional strategies and technology, classroom organization and	A.1.1: Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their	<p>School Building Leader Field 107 Competency 0001-Instructional Leadership for School Success-Performance Indicators:</p> <p>e. leading collaborative efforts to use student assessment data to</p>	<p>Students must select a curriculum area and design a curriculum unit. The following items must be included:</p> <ul style="list-style-type: none"> • Introduction/overview • Grade level

Students will be able to design a curriculum unit addressing such issues as model lesson plans, methods of assessments, recommended activities and projects, goals, standards and objectives and the school's mission and vision.	practices, assessment, and planning with colleges Professional Standards for ed. Leaders (2015) Standard 1 a-g Standard 4 a-g	professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through: -Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; -employment of data analysis and evidence to develop supportive school environments; -Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.	monitor student progress, identify instructional strengths and needs, and develop plans for improved learning Competency 0002- School Culture and Learning Environment to Promote Excellence and Equity- Performance Indicators: Applies knowledge of skills and strategies for: b. ensuring that teachers set rigorous academic and behavior expectations for every student d. ensuring that student needs are the primary consideration in all aspects of school decision making and resource use f. ensuring all students full and equitable access to educational programs, curricula, and available supports and safeguarding the values of democracy and diversity	<ul style="list-style-type: none"> • Table of contents • Mission/vision statement • Goals/standards/objectives • Time lines • Pacing calendar • Recommended activities and projects • Two model lesson plans • Methods of assessments • Evaluation of curriculum
Education 613 Personnel Functions of a School Leader (3 credits) KEY LEARNING OUTCOME:	NYS:(d) (7) Lead comprehensive planning in succession planning (f) Establish accountability systems Professional Standards for Ed. Leaders (2015) Standard 6 a_i Standard 7 a-h	A.1.1: Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of	School Building Leader Field 107 Competency 0002- School Culture and Learning Environment to Promote Excellence and Equity- Performance Indicators: Applies knowledge of skills and strategies for:	A research paper that candidates develop for a new teacher handbook to their schools that -- defines the school community & work environment -- identifies the major challenges affecting the school community- -- how individuals are recruited, selected,

<p>The ability to collaboratively develop human relations skills and organizational long range planning by use of collected data and high professional standards and ethics</p>		<p>specialization so that learning and development opportunities for all P-12 are enhanced, through:</p> <ul style="list-style-type: none"> -Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization. 	<p>a. establishing an organizational culture of shared commitment to academic excellence and exemplary behavior for all students</p> <p>h. modeling professional, ethical, and respectful behavior at all times and demonstrating expectations for the same behavior from others.</p> <p>School Building Leader Field 108 COMPETENCY 0002—Family and community engagement- Performance Indictors_ Applies knowledge of skills and strategies for:</p> <p>a. guiding staff to establish and maintain positive, productive, and respectful relationships with parents/guardians and engage them in their children's learning</p>	<p>evaluated, motivated and compensated</p>
<p>Education 615 Supervision of Instruction (3 credits)</p> <p>KEY LEARNING OUTCOME:</p>	<p>NYS: (d) (6) Lead comprehensive long-range planning in professional support and development</p> <p>(h) Develop staff capability for addressing student learning needs</p> <p>ISLLC: 1,2,3,5</p> <p>Professional Standards for Ed. Leaders (2015)</p>	<p>A.1.1: Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that</p>	<p>School Building Leader Field 107 Competency 0001-Instructional Leadership for School Success- Performance Indicators:</p> <p>b. collecting, analyzing, and using data to identify vision-aligned goals for improved teaching and learning; developing plans to achieve goals; monitoring and</p>	<p>A position paper that requires the candidate to:</p> <ul style="list-style-type: none"> • Research a teacher evaluation framework that was not used during class discussions • Compare and contrast the researched framework's components to the components of the Danielson

<p>The ability to reflect on and assess one's own leadership style, to develop an operational and practical definition of supervision that can be used to evaluate and improve teacher performance through the use of supervisory techniques such as: classroom observation, conferencing, questioning and reflection.</p> <p>NYS</p>	<p>Standard 4 a-g Standard 10 a-j</p>	<p>learning and development opportunities for all P-12 are enhanced, through:</p> <ul style="list-style-type: none"> -Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; -employment of data analysis and evidence to develop supportive school environments; -Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization. 	<p>evaluating plan progress and effectiveness; and revising plans as needed,</p> <p>e. leading collaborative efforts to use student assessment data to monitor student progress, identify instructional strengths and needs, and develop plans for improved learning</p> <p>Competency 0002- School Culture and Learning Environment to Promote Excellence and Equity- Performance Indicators: Applies knowledge of skills and strategies for:</p> <p>f. ensuring all students full and equitable access to educational programs, curricula, and available supports and safeguarding the values of democracy and diversity</p>	<p>Framework for Teaching • Use evidence to determine which framework would be more effective in improving teacher performance • Use evidence to determine which framework would be more effective in increasing student achievement</p>
<p>Education 616 Managerial and Financial Functions of District/School Leaders (3 credits)</p> <p>Students will be able to develop a budget presentation for the school community in which they give five sources of revenue streams, explain how</p>	<p>NYS: (d) (9) Lead comprehensive long-range planning ion facilities development</p> <p>(i) Create the conditions necessary to provide a safe, healthy, and supportive environment</p> <p>(j) Establish a district/school budget and manage district/school finances and facilities to support achievement of educational goals and objectives</p> <p>ISLLC: 3,5,6</p>	<p>A.1.1: Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:</p> <ul style="list-style-type: none"> -Application of professional 	<p>School Building Leader Field 107 Competency 0002- School Culture and Learning Environment to Promote Excellence and Equity- Performance Indicators: Applies knowledge of skills and strategies for:</p> <p>d. ensuring that student needs are the primary consideration in all aspects of school decision making and resource use</p>	<p>Develop a paper indicating how the educational vision of your school is directly related to the different revenue components that comprise your school budget. Please include the following:</p> <ul style="list-style-type: none"> • Five sources of revenue streams • How Weighted Pupil Units and Foundation Formulas attempt to deal with the concept of equity for all students

the educational vision of their school is directly related to the different revenue components, and explain how Weighted Pupil Units and Foundation Formulas attempt to deal with the concept of equity for all students.	Professional Standards for Ed. Leaders (2015) Standard 1 d Standard 2 a Standard 3 c Standard 9 a,b,c,d,f,h	dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.	<p>f. ensuring all students full and equitable access to educational programs, curricula, and available supports and safeguarding the values of democracy and diversity</p> <p>School Building Leader Field 108 COMPETENCY 0003- OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS</p> <p>a. using technological tools and data systems to support organizational management and increase organizational effectiveness</p> <p>b. planning, managing, and monitoring school budgets, and allocating, aligning, and efficiently utilizing fiscal resources to achieve educational goals and priorities</p> <p>c. using knowledge of public school financing, sources of funding, restrictions on the uses of funding, and strategies for obtaining additional resources (e.g., grants) to support school programs and promote student success</p> <p>d. using efficient and effective procedures for accurate financial management, including recordkeeping, reporting, and</p>	The paper should be prepared for submission to the district superintendent.
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<p>Education 617 Education Law and Ethics for School Leaders (3 credits)</p> <p>KEY LEARNING OUTCOME:</p> <p>Demonstrate the ability to identify and understand key laws and concepts in school education law, legal theory as it effects schools and to display a superior knowledge of ethics as a school leader</p>	<p>NYS:(e) Effect any needed educational changes through ethical decision-making (g) Set a standard for ethical behavior (k) Apply statutes and regulations as required by law Professional Standards for Ed. Leaders (2015) Standard 2 a, b, f Standard 3 c, d, h Standard 9 h, k</p>	<p>A.1.1: Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:</p> <ul style="list-style-type: none"> -Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization. 	<p>School Building Leader Field 107 Competency 0002- School Culture and Learning Environment to Promote Excellence and Equity- Performance Indicators: Applies knowledge of skills and strategies for:</p> <ul style="list-style-type: none"> f. ensuring all students full and equitable access to educational programs, curricula, and available supports and safeguarding the values of democracy and diversity g. using effective and equitable behavior management systems and systems for supporting students' social-emotional development h. modeling professional, ethical, and respectful behavior at all times and demonstrating expectations for the same behavior from others. <p>School District Leader Test Code 103</p>	<p>Students will develop a research analysis of current supreme court decisions that affect their schools and community with regard to legal challenges in a highly litigious society. Candidates will examine the educational premise of relevant and emerging contemporary issues that impact the organization & administration of public schools – and additional goal is to better prepare educators at all levels to perform their professional duties within the boundaries of the US Constitution, statutory law, case law and school district policies.</p>

			<p>Sub Area 1-Developing, Communicating, and Sustaining an Educational Vision.</p> <ul style="list-style-type: none"> - 0003 Understand principles and practices of clear and effective communication. - 0004 Understand processes of collaboration and cooperation. <p>Test 104 sub area 1—LEADING THE DISTRICT EDUCATIONAL PROGRAM</p> <p>002 Understand procedures for establishing and promoting standards and expectations.</p> <ul style="list-style-type: none"> - recognizing methods for communicating high standards and expectations for oneself, staff, and students - understanding methods for embodying and promoting ethical conduct, high expectations, and a strong work ethic 	
<p>Education 620 Administration and Supervision of Special Education and Compensatory Programs (3 credits)</p> <p>Students will demonstrate the ability to learn and articulate the steps that will be taken to create a culture of teamwork, family,</p>	<p>NYS:(d) (5) Lead comprehensive long-range planning in student support services to students with disabilities, English Language Learners, and students in need of academic intervention services (k) Apply statutes and regulations required by law (Proposed amendment) Demonstrate knowledge and skills for building beneficial relationships with social services and health services Professional Standards 2015-</p>	<p>A.1.1: Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:</p> <ul style="list-style-type: none"> -Leading and/or 	<p>School Building Leader Field 107 Competency 0001-Instructional Leadership for School Success-Performance Indicators:</p> <ul style="list-style-type: none"> e. leading collaborative efforts to use student assessment data to monitor student progress, identify instructional strengths and needs, and develop plans for improved learning <p>Competency 0002- School Culture and Learning Environment to Promote</p>	<p>Students will develop a researched template on the Referral Process from a mainstream program to a special education program using the protocols in the Response to Intervention (RTI) approach to identifying students in need of a possible change of program. Special attention will be given to the</p> <p>stakeholders involved in the process such as the student, staff, parent or guardian, social worker</p>

<p>leadership, empowerment, cohesiveness and support between students, staff, administration, community, district and create a template of activities that can be used to achieve the goals.</p>	<p>Standard 3 a-h Standard 4 a-g</p>	<p>participating -Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.</p>	<p>Excellence and Equity- Performance Indicators: Applies knowledge of skills and strategies for: a. establishing an organizational culture of shared commitment to academic excellence and exemplary behavior for all students d. ensuring that student needs are the primary consideration in all aspects of school decision making and resource use e. creating a personalized, motivating, safe, supportive, and equitable learning environment that is responsive to and respectful of student diversity; that supports each student in achieving at the highest levels; and that promotes students' sense of responsibility and accountability for their own learning f. ensuring all students full and equitable access to educational programs, curricula, and available supports and safeguarding the values of democracy and diversity g. using effective and equitable behavior management systems and systems for supporting students' social-emotional development</p> <p>School Building Leader Field 108</p>	<p>and psychologist. The collection of data, information and assessments will be stressed as part of the process. Students will develop a researched template on the Referral Process from special education back to mainstream honing in on the tools used to monitor the daily progress and achievements accomplished by students including point sheets, homework charts, extra credit charts, anecdotal reports from teachers, time out logs, special commendations achieved, attendance records and any other tools used by the school. Attention to data collection and assessments and IEP goals will be stressed.</p>
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			<p>COMPETENCY 0002—Family and community engagement- Performance Indicators_</p> <p>Applies knowledge of skills and strategies for:</p> <p>c. promoting family involvement in children's education and developing partnerships with families that improve the school's ability to achieve goals for student success</p>	
<p>Education 682 Technology for District and School Leaders</p> <p>Students must be able to identify essential hardware, software current technology as well as obtaining funding necessary to be current in the 21st century schools within a successful collaborative environment</p>	<p>NYS: (d) (4) Lead comprehensive long-range planning informed by multiple data sources for assessing school performance and achievement (d) (1-4), (10) Lead comprehensive long-range planning in: curriculum development, instructional strategies and technology, classroom organization and practices, assessment, and planning with colleges (f) Establish accountability systems for achieving educational goals and objectives</p> <p>Professional Standards for Ed. Leaders (2015) Standard 1 a, g</p>	<p>A.1.1: Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:</p> <p>-employment of data analysis and evidence to develop supportive school environments</p>	<p>School Building Leader Field 107 Competency 0001-Instructional Leadership for School Success- Performance Indicators:</p> <p>b. collecting, analyzing, and using data to identify vision-aligned goals for improved teaching and learning; developing plans to achieve goals; monitoring and evaluating plan progress and effectiveness; and revising plans as needed,</p> <p>e. leading collaborative efforts to use student assessment data to monitor student progress, identify instructional strengths and needs, and develop plans for improved learning environment that is responsive to and respectful of student diversity; that supports</p>	<p>Students will prepare a comprehensive research paper that examines their school technology efforts with that of neighboring schools and criteria established by their states and Boards of Education. They will examine professional development models, strategies for all students to have success and identify future challenges, budget implications with grant development and corporate benefactors.</p>

<p>Education 699 Communicating, Collaborating, Partnering and Community Building for School District Leaders (3 credits)</p> <p>KEY LEARNING OUTCOME: The ability to communicate effectively with a variety of stakeholders (local, public, private and internal) in support of the district vision, mission and goals</p>	<p>NYS: (b) Develop and implement an educational vision, to assist all district students in meeting State learning standards (c) Interact and communicate effectively with school board members in developing and implementing district policies, managing change and managing district affairs Professional Standards 2015- Standard 1 a - f Standard 2 a-f Standard 6 d Standard 7 c Standard 8 a-j Standard 9 c,g,h Standard 10 c, g, d, i</p>	<p>A.1.1: Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:</p> <ul style="list-style-type: none"> - Use of research and understanding of qualitative and/or mixed methods research methodologies -Leading and/or participating in collaborative activities with others such s peers, colleagues, teachers, administrators, community organizations, and parents, - Supporting appropriate applications of technology, - Application of professional dispositions, laws, a n d policies, codes of ethics and professional standards appropriate to their field of specialization. 	<p>School District Leader Test Code 103 SUBAREA I—DEVELOPING, COMMUNICATING, AND SUSTAINING AN EDUCATIONAL VISION</p> <ul style="list-style-type: none"> - 0002 Understand processes for developing and implementing a shared, sustainable educational vision for the district. - 0003 Understand principles and practices of clear and effective communication. - 0004 Understand processes of collaboration and cooperation. <p>SUBAREA II—SUPERVISING DISTRICTWIDE CHANGE AND ACCOUNTABILITY</p> <ul style="list-style-type: none"> - 0005 Understand the process of change and its management in the educational environment. - 0006 Understand comprehensive, long-range planning and implementation. - 0007 Understand data-driven decision-making and problem- solving skills and procedures. - 0008 Understand how to promote accountability. <p>SCHOOL DISTRICT LEADER, PART TWO (Test Code 104) SUBAREA I—LEADING THE DISTRICT EDUCATIONAL PROGRAM</p>	<p>The candidates will respond to a scenario about a district and prepare a superintendent's end of the year report to the board.</p>
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Education 697 and 698 (6 credits)	NYS: (a)-(l) 600 hours of supervised field-based experiences for the application of content requirements ISLLC: 1, 2, 3, 4, 5, 6, PSEL All standards	A.1 Inclusive of all components.	Both SBL and SDL all portions.	

continued

EDDN 610

SCHOOL IMPROVEMENT PLAN PAPER RUBRIC (GSE School Leadership5.3.18)

This rubric is designed to evaluate a leadership program candidate's ability to develop a school improvement plan utilizing technology to facilitate effective data analyses to inform instruction. The School Improvement Plan is valued at 30% of the candidate's grade. The Rubric is aligned with CAEP Advanced Program Standard A1.1. The specific portions of the Rubric are aligned with the Professional Standards for Education Leaders (2015) (PSEL) and the NYSSchool Building Leader Exam Frameworks.).

	Unsatisfactory 1%	Basic 2%	Proficient 3%	Distinguished 4%	Enter total for each row in %
<p>Introduction and Review of the School's Demographic Profile and Areas of Need (PSEL 1.a, b.; PSEL 7. C: PSEL 10. a, b.)</p> <p>5%</p>	Introduction does not provide a thorough description of the school and its needs.	Introduction provides adequate background to describe the school and its areas of need, which appropriately informs the School Improvement Plan framework.	Introduction provides a description of the school and areas in need of improvement which guides the development of the School Improvement Plan framework.	Introduction is specific to the school's current condition and serves to provide clear direction to generate a comprehensive School Improvement Plan.	
<p>Describing Strategies to Create a Data Driven School Culture (PSEL 4. e, g; PSEL 6.c, g; PSEL 7,c,g,h)</p> <p>5%</p>	A weak description of the data collection instrument or data to be collected and/or analyzed.	A basic description of the data collection instrument or data to be collected and analyzed is provided.	The data collection instrument and the data to be collected and analyzed will provide information to inform planning.	The data collection instrument and the data to be collected will provide significant and relevant information to plan an approach to the problem identified in the problem statement.	
<p>Description and Discussion of Effective principles of Assessment and Development of Effective Data Reports (PSEL 4.e,g)</p> <p>5%</p>	The core principles of assessment are not discussed and descriptions of effective data reports are incomplete.	The core principles of assessment are discussed and effective data reports are complete ,but require more detailed information	The core principles of assessment are discussed and effective data reports are described in detail.	The core principles of assessment are discussed and effective data reports are described in detail, including specific examples of how the data informs instruction.	
<p>Description of Available Technology Support to Use and Analyze Data (PSEL 4.e.; PSEL 9.a; 10 g)</p> <p>5%</p>	The School Improvement Plan lacks a thorough discussion of data systems that support use of data and analysis.	The School Improvement Plan includes a thorough discussion of data systems that support use of data and analysis	The School Improvement Plan includes a thorough discussion of data systems that support use of data and analysis. A discussion of effective professional development to support the use of technology to use and analyze data is included.	The School Improvement Plan includes a thorough discussion of data systems that support use of data and analysis. A discussion of effective professional development to support the use of technology to use and analyze data is included. Specific examples are provided.	

	Unsatisfactory 1%	Basic 2%	Proficient 3%	Distinguished 4%	Enter total for each row in %
Development of Final School Improvement Plan (PSEL 10. a, b, c, d, e, g, j) 8%	The School Improvement Plan is vague, lacking more than two key components and does not provide a timeline for implementation.	The School Improvement Plan is brief and lacks a component critical to the plan's success. It also does not provide a timeline for implementation	The School Improvement Plan is comprehensive and includes all major components critical to its success. However, the timeline does not allow for effective implementation.	The School Improvement Plan is comprehensive and includes all major components critical to its success. The timeline is well constructed and allows for effective implementation.	
APA References/grammar/style is consistent With Expectations for a School Leader (PSEL 10. c.) 2%	The writing is not consistent with the standards expected of a future school leader. Numerous citations for statements are not included in the paper or are cited in the wrong style. Numerous grammar errors are present in the paper.	The writing is developing in tone and clarity. Formatting problems exist, but for the most part references are available and in the proper format.	The writing and grammar are consistent with standards expected of a future school leader. There are fewer than two errors in formatting and reference use.	The writing and grammar are consistent with the standard expected of a future school leader. The references were all included in the proper format.	

EDDN 615

EDDN 615 Supervision Departmental Terminal Project (GSE SchoolLeadership12.2. 2017)

This rubric is designed to evaluate a leadership program candidate's ability to complete a classroom observation using the clinical supervision model of Pre-Observation Conference, Observation, Post-Observation Conference, and Final Report. The Departmental Terminal Project is valued at 20% of the candidate's grade for the course as per departmental policy for all standard classes. The Rubric is aligned with CAEP Advanced Program Standard A1.1. The specific portions of the Rubric are aligned with the Professional Standards for Education Leaders (2015) (PSEL) and the NYS School Building Leader Exam Frameworks.). While specific PSEL standards have been identified, additional components of the standards may be related dependent upon the actual lesson observed.

	Unsatisfactory 0%	Basic 1%-2%	Proficient 3%-4%	Distinguished 5%	Enter total for each row in %
Pre-Observation Conference 5% (PSEL 4, a, c and d; PSEL 10, a and d) (SBL Exam Field 107, Competency 0001 b and e; Competency 0002, f)	Touro student fails to use the Teacher Evaluation Rubrics from the SBL exam and the Teacher Evaluation Rubrics from local district* to assist the teacher in planning the lesson to be observed.	Touro student uses some of the Teacher Evaluation Rubrics from the SBL exam and the Teacher Evaluation Rubrics from local district* to assist the teacher in planning the lesson to be observed, but many of the components are omitted.	Touro student uses some of the Teacher Evaluation Rubrics from the SBL exam and the Teacher Evaluation Rubrics from local district* to assist the teacher in planning the lesson to be observed, but some components are omitted.	Touro student uses the Teacher Evaluation Rubrics from the SBL exam along with the Teacher Evaluation Rubrics from local district* to assist the teacher in planning the lesson to be observed.	
Classroom Observation 5% (PSEL 4, a, b, c and d; PSEL 10, a b, c and d) (SBL Exam Field 107, Competency 0001 b and e; Competency 0002, f)	Student fails to perform any elements of the assigned task	Student partially completes the assigned task, but a number of elements of the task are incomplete or unsatisfactory.	Student mostly completes the assigned task, but some elements of the task are incomplete or unsatisfactory.	Student uses the rubrics from the SBL exam (attached) to complete the following tasks: Using the evidence observed in the lesson and the Teacher Observation Rubrics provided, prepare a 300–600-word evaluation of the observed teaching for the post-observation conference in which you <ul style="list-style-type: none"> for each rubric component, cite observable, objective evidence from the lesson; assign a performance level (level 1 to level 5) for each rubric component, citing the evidence you identified; identify one significant strength exhibited in the teacher's performance, citing the relevant component(s) of the Teacher Observation Rubric and observable evidence as support; and identify one significant area for improvement exhibited in the teacher's performance, citing the relevant component(s) of the Teacher Observation Rubric and observable evidence as support. 	
Post-Observation Conference 5% (PSEL 4, a-g; PSEL 10, a b, d, e, f and j) (SBL Exam Field 107, Competency 0001 b and e; Competency 0002, f)	The Touro student fails to use the Teacher Evaluation Rubrics from the SBL exam and the Teacher Evaluation Rubrics from Local District to assess and critique the lesson observed.	The Touro student uses some of the Teacher Evaluation Rubrics from the SBL exam and the Teacher Evaluation Rubrics from local district to assess and critique the lesson observed, but many of the components are omitted.	The Touro student uses some of the Teacher Evaluation Rubrics from the SBL exam and the Teacher Evaluation Rubrics from local district to assess and critique the lesson observed, but some components are omitted.	The Touro student uses the Teacher Evaluation Rubrics from the SBL exam along with the Teacher Evaluation Rubrics from local district to assess and critique the lesson observed.	

	Unsatisfactory 0%	Basic 1%-2%	Proficient 3%-4%	Distinguished 5%	Enter total for each row in %
Final Report 5% (PSEL 4, a-g; PSEL 10, a-j) (SBL Exam Field 107 Competency 0001 b and e; Competency 0002, f)	The Touro student fails to use the Teacher Evaluation Rubrics from local district and the final report is unacceptable	The Touro student uses the Teacher Evaluation Rubrics from the local district to complete the final report of the lesson for the teachers file, but many of the components are omitted final report is unacceptable.	The Touro student uses the Teacher Evaluation Rubrics from the local district to complete the final report of the lesson for the teachers file, but some components are omitted and the final report is unacceptable.	The Touro student uses the Teacher Evaluation Rubrics from the local district to complete the final report of the lesson for the teachers file.	

EDDN 617 (GSE School Leadership 12.20.17)

EDDN 617 School Law
 Departmental Terminal Project Scoring Rubric

	1%- Little or No Command The 1% response reflects little or no command of the relevant knowledge and skills. <ul style="list-style-type: none"> <input type="checkbox"/> The response fails to fulfill the purpose of the assignment. <input type="checkbox"/> The response demonstrates a largely inaccurate and/or ineffective application of the relevant knowledge and skills. <input type="checkbox"/> The response provides little or no support with few, if any, examples and/or seriously flawed reasoning 	2%- Partial Command The 2% response reflects a partial command of the relevant knowledge and skills. <ul style="list-style-type: none"> <input type="checkbox"/> The response partially fulfills the purpose of the assignment by responding in a limited way to the given task. <input type="checkbox"/> The response demonstrates a limited, partially accurate and partially effective application of the relevant knowledge and skills. <input type="checkbox"/> The response provides limited support with few relevant examples and/or some flawed reasoning. 	3% - General Command The 3% response reflects a general command of the relevant knowledge and skills <ul style="list-style-type: none"> • The response generally fulfills the purpose of the assignment by generally responding to the given task. • The response demonstrates a generally accurate and effective application of the relevant knowledge and skills. • The response provides support with some relevant examples and/or generally sound reasoning 	4% - Thorough Command The 4% response reflects a thorough command of the relevant knowledge and skills. <ul style="list-style-type: none"> • The response completely fulfills the purpose of the assignment by fully responding to the given task. • The response demonstrates an accurate and highly effective application of the relevant knowledge and skills. • The response provides strong support with high-quality, relevant examples and/or sound reasoning. 	Enter total for each row in %
CASE CITATION AND SOURCE 4% PSEL 3 h and 9 h SBL Field 107, Competency 0002 f	The student fails to cite any sources or the sources cited provide only irrelevant and/or inconsequential information.	The student correctly cites and applies only one source that provides relevant and consequential information.	The student correctly cites two sources that provide relevant and consequential information.	The student correctly cites three or more sources that provide relevant and consequential information.	
PROCEDURE 4% PSEL 9 h SBL Field 107, Competency 0002 f	The student fails to correctly outline the procedure for the case. The list of the plaintiff, the complaint, the defendant, the proposed relief, the rationale for the complaint and the defendant's rationale for maintaining the status quo is either incomplete or contains a number of errors.	The student partially outlines the procedure for the case. The list of the plaintiff, the complaint, the defendant, the proposed relief, the rationale for the complaint and the defendant's rationale for maintaining the status quo is generally accurate, but may contain errors.	The student generally outlines the procedure for the case. The list of the plaintiff, the complaint, the defendant, the proposed relief, the rationale for the complaint and the defendant's rationale for maintaining the status quo is generally accurate, but may contain an error.	The student thoroughly outlines the procedure for the case. The student lists the plaintiff, the complaint, the defendant, the proposed relief, the rationale for the complaint and the defendant's rationale for maintaining the status quo.	
FACTS OF THE CASE 4% PSEL 9 h SBL Field 107, Competency 0002 f	The student fails to explain correctly the facts of the case. Although the student may explain specifically some of what the case is about, including giving the location of the school district affected, the name of the principals involved in the case and a brief historical sketch, there are a number of inaccuracies and/or missing information.	The student partially explains the facts of the case. Although the student explains specifically what the case is about, including giving the location of the school district affected, the names of the principals involved in the case and a brief historical sketch, there are inaccuracies and/or missing information in the discussion.	The student generally explains the facts of the case. The student explains specifically what the case is about, including giving the location of the school district affected, the names of the principals involved in the case and brief historical sketch, but there is an inaccuracy or an omission of information in the discussion.	The student thoroughly explains the facts of the case. The student explains specifically what the case is about, gives the location of the school district affected, the names of the principals involved in the case and provides a brief historical sketch.	

RULING 4% PSEL 9 h SBL Field 107, Competency 0002 f	The student fails to explain the ruling for the case. Although the student may include the decision of the court, the votes of the specific justices, the justification and/or rationale behind the court's decision, and the disposition of case, critical elements of the task are inaccurate or missing.	The student partially explains the ruling for the case. The student includes the decision of the court, the votes of the specific justices, the justification and/or rationale behind the court's decision, and the disposition of case although a number of elements of the task are inaccurate or missing.	The student generally explains the ruling for the case. The student includes the decision of the court, the votes of the specific justices, the justification and/or rationale behind the court's decision, and the disposition of case although some elements of the task are inaccurate or missing.	The student thoroughly explains the ruling for the case. The student includes the decision of the court, the votes of the specific justices, the justification and/or rationale behind the court's decision, and the disposition of case.	
EVALUATION 4% PSEL 2 a, b, f; 3 c, d, h; 9 h, k SBL Field 107, Competency 0002 f, g and h	The student fails to present an evaluation of the case. Although the student states whether or not she/he agrees with the decision of the court and explains her/his position with regard to the case, identifies the impact this case had had on her/his thinking as a school leader, still most of the elements of the task are either incorrect or missing.	The student partially presents an evaluation of the case. Although the student states whether or not she/he agrees with the decision of the court and explains her/his position with regard to the case, identifies the impact this case had had on her/ his thinking as a school leader, still a number of elements of the task are either incorrect or missing.	The student generally presents an evaluation of the case. The student states whether or not she/he agrees with the decision of the court and explains her/his position with regard to the case. The student also identifies the impact this case had had on her/his thinking as a school leader. However, some elements of the task are either incorrect or missing.	The student thoroughly presents an evaluation of the case. The student states whether or not she/he agrees with the decision of the court and explains her/his position with regard to the case. The student also identifies the impact this case had had on her/his thinking as a school leader.	

EDDN 682 (GSE School Leadership 1.30.18)

EDDN 682 Technology

Final Exam Scoring Rubric					
	<p>Little or No Command</p> <p>This response reflects little or no command of the relevant knowledge and skills.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The response fails to fulfill the purpose of the assignment. <input type="checkbox"/> The response demonstrates a largely inaccurate and/or ineffective application of the relevant knowledge and skills. <input type="checkbox"/> The response provides little or no support with few, if any, examples and/or seriously flawed reasoning 	<p>Partial Command</p> <p>This response reflects a partial command of the relevant knowledge and skills.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The response partially fulfills the purpose of the assignment by responding in a limited way to the given task. <input type="checkbox"/> The response demonstrates a limited, partially accurate and partially effective application of the relevant knowledge and skills. <input type="checkbox"/> The response provides limited support with few relevant examples and/or some flawed reasoning. 	<p>General Command</p> <p>This response reflects a general command of the relevant knowledge and skills</p> <ul style="list-style-type: none"> • The response generally fulfills the purpose of the assignment by generally responding to the given task. • The response demonstrates a generally accurate and effective application of the relevant knowledge and skills. • The response provides support with some relevant examples and/or generally sound reasoning 	<p>Thorough Command</p> <p>This response reflects a thorough command of the relevant knowledge and skills.</p> <ul style="list-style-type: none"> • The response completely fulfills the purpose of the assignment by fully responding to the given task. • The response demonstrates an accurate and highly effective application of the relevant knowledge and skills. • The response provides strong support with high-quality, relevant examples and/or sound reasoning. 	<p>Enter total for each row in %</p>
<p>Part A 4 Points Initial Questions PSEL 3 h and 9 h SBL Field 107, Competency 0002 f</p>	The student fails gives any questions that need to be answered before the initiative can begin.	The student partially responds to the question at hand.	The student mostly responds to the question at hand.	The student correctly gives two questions that need to be answered before the initiative can begin and explains how to get the answers to those questions.	
<p>Part B 9 Points Implementation Strategies PSEL 9 h SBL Field 107, Competency 0002 f</p>	The student fails to give any strategies likely to be employed in implementing the initiative.	The student partially outlines three strategies likely to be employed in implementing the initiative and explains why each is likely to be both necessary and effective.	The student generally outlines three strategies likely to be employed and explains why each is likely to be both necessary and effective.	The student gives three strategies likely to be employed and explains why each is likely to be both necessary and effective?	
<p>Part C 4 Points Challenges PSEL 9 h SBL Field 107, Competency 0002 f</p>	The student fails to give any challenges likely to be encountered.	The student partially gives two challenges likely to be encountered and explains how to deal with those challenges.	The student generally gives two challenges likely to be encountered and explains how to deal with those challenges.	The student gives two challenges likely to be encountered and explains how to deal with those challenges.	

Part D 3 Points Measures of Success PSEL 9 h SBL Field 107, Competency 0002 f	The student fails to give any measures of success for the initiative that the superintendent may use to evaluate the success of the effort.	The student gives one measures of success for the initiative that the superintendent may use to evaluate the success of the effort.	The student gives two measures of success for the initiative that the superintendent may use to evaluate the success of the effort.	The student gives three measures of success for the initiative that the superintendent may use to evaluate the success of the effort.	
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EDDN 697

ACTION RESEARCH PAPER RUBRIC (GSE School Leadership 8.10.17)

This rubric is designed to evaluate a leadership program candidate's ability to develop a project to address a significant issue related to the school's instructional program, organization or culture. The Action Research Paper is valued at 20% of the candidate's grade during the first semester of the internship. The Rubric is aligned with CAEP Advanced Program Standard A1.1. The specific portions of the Rubric are aligned with the Professional Standards for Education Leaders (2015) (PSEL) and the NYSS School Building Leader Exam Frameworks. While specific PSEL standards have been identified, additional components of the standards may be related dependent upon the individual Action research problem that is identified.

	Unsatisfactory 1%	Basic 2%	Proficient 3%	Distinguished 4%	Enter total for each row in %
Introduction & Problem Statement is Specific to the School's Condition (PSEL 1.a, d, e; PSEL 7. C: PSEL 10. a, b) (SBL exam Field 107 Competency 0001 b) 4%	Introduction does not provide a sense of the school condition. The problem statement is unclear and the significance of the problem statement cannot be determined.	Introduction provides adequate background to understand the school condition. The problem statement is specific to inform the action plan.	Introduction provides a description of the school's current condition and serves to guide the formation of the problem statement. The problem statement describes an issue that is relevant to the school's current condition.	Introduction is specific to the school's current condition and serves to provide clear direction to generate a well-reasoned problem statement. The problem statement specifically describes an issue that is significant and relevant to the school's current condition.	
Data Collection & Analysis Inform Planning (PSEL 4. e, g; PSEL 9. f) (SBL Exam Field 107 Competency 0001 i, j, g; Field 108 Competency 0003 a, b) 4%	A weak description of the data collection instrument or data to be collected and/or analyzed is provided.	A basic description of the data collection instrument or data to be collected and analyzed is provided.	The data collection instrument and the data to be collected and analyzed will provide information to inform planning.	The data collection instrument and the data to be collected will provide significant and relevant information to plan an approach to the problem identified in the problem statement.	

	Unsatisfactory 1%	Basic 2%	Proficient 3%	Distinguished 4%	Enter total for each row in %
<p>Literature Review Informs Planning (PSEL 6. i) (SBL Exam Field 107 Competency g)</p> <p>4%</p>	Literature review is vague and not related to the problem statement.	Literature review relates to the problem statement and has at least 3 primary sources cited that may inform planning to address the issue identified.	The literature review relates to the problem statement and has five primary sources cited that will inform planning to address the issue identified.	Literature review relates to the problem statement and six or more primary sources are cited that will adequately inform planning to address the issue identified.	
<p>Action Plan & implementation timeline are Achievable in the Next Semester (PSEL 4. a, b; PSEL 10 b, g) (SBL Field 107 Competency 0001 b; Field 108 Competency 0003 b)</p> <p>4%</p>	The action plan is not supported by the data and the literature review. A timeline for implementation was not included.	The action plan is supported by the data and the literature review but is not well reasoned or developed. A timeline for implementation is included.	The action plan is based on the school's current conditions. The action steps are well reasoned, developed and supported by the data and the literature review. A timeline is included and is well sequenced but is too ambitious to be completed in one semester.	The action plan is based on the school's current conditions. The action steps are well reasoned, developed and supported by the data and the literature review. A timeline is included and is well sequenced and achievable in one semester.	
<p>APA References/grammar/style is consistent With Expectations for a School Leader (PSEL 10. c.) (PSEL Field 108 Competency 0002 f)</p> <p>4%</p>	The writing is not consistent with the standards expected of a future school leader. Numerous citations for statements are not included in the paper or are cited in the wrong style. Numerous grammar errors are present in the paper.	The writing is developing in tone and clarity. Formatting problems exist, but for the most part references are available and in the proper format.	The writing and grammar are consistent with standards expected of a future school leader. There are fewer than two errors in formatting and reference use.	The writing and grammar are consistent with the standard expected of a future school leader. The references were all included in the proper format.	

EDDN 698

DISTRICT CASE STUDY PAPER RUBRIC (GSE School Leadership 9.15.17)

This rubric is designed to evaluate a leadership program candidate's ability to examine and analyze a significant issue related to a district or other central office's program, organization or culture. The Case Study is valued at 15% of the candidate's grade during these second semester of the internship. The Rubric is aligned with CAEP Advanced Program Standard A1.1. The specific portions of the Rubric are aligned with the Professional Standards for Education Leaders (2015) (PSEL) and the NYSSchool District Leader Exam Frameworks.). While specific PSEL standards have been identified, additional components of the standards may be related dependent upon the individual Action research problem that is identified.

	Unsatisfactory 0	Basic 2	Proficient 3	Distinguished 4	Enter total for each row in %
Introduction & Problem Statement is Specific to the District's Condition (PSEL 1.a, d, e; PSEL 7. C: PSEL 10. a, b.) (SBL exam Field 107 Competency 0001 b) 4%	Introduction does not provide a sense of the district's condition. The problem statement is unclear and the significance of the problem statement cannot be determined.	Introduction provides adequate background to understand the district condition. The problem statement is specific to inform the action plan.	Introduction provides a description of the district's current condition and serves to guide the formation of the problem statement. The problem statement describes an issue that is relevant to the district's current condition.	Introduction is specific to the district's current condition and serves to provide clear direction to generate a well-reasoned problem statement. The problem statement specifically describes an issue that is significant and relevant to the district's current condition.	
Data Collection & Analysis of Causes Inform Planning (PSEL 4. e, g; PSEL 9. f) (SBL Exam Field 107 Competency 0001 i, j, g; Field 108 Competency 0003 a, b) 4%	A weak description of the data (qualitative or quantitative) reviewed and analyzed is provided.	A basic description of the data reviewed (qualitative or quantitative) and analyzed is provided.	The data reviewed (qualitative or quantitative) and analyzed will provide information to inform planning.	The data reviewed (qualitative or quantitative) and analyzed will provide significant and relevant information to plan an approach to the problem identified in the problem statement.	

	Unsatisfactory 0	Basic 2	Proficient 3	Distinguished 4	Enter total for each row in %
<p>Recommendations to Address the Problem (PSEL 4. a, b; PSEL 10 b, g) (SBL Field 107 Competency 0001 b; Field 108 Competency 0003 b)</p> <p>4%</p>	The recommendations described are not supported by the data.	The recommendations are supported by the data but are not well reasoned and developed.	The recommendations are based on the district's current conditions. The suggested steps are well reasoned, developed, and supported by the data by the data but the steps to implement the recommendations are not fully delineated.	The recommendations are based on the district's current conditions. The suggested steps are well reasoned, developed, supported by the data and are clearly delineated in actionable steps.	
<p>APA References/grammar/style is consistent With Expectations for a School Leader (PSEL 10. c.) (PSEL Field 108 Competency 0002 f)</p> <p>3%</p>	The writing is not consistent with the standards expected of a future school leader. Numerous citations for statements are not included in the paper or are cited in the wrong style. Numerous grammar errors are present in the paper.	The writing is developing in tone and clarity. Formatting problems exist, but for the most part references are available and in the proper format.	The writing and grammar are consistent with standards expected of a future school leader. There are fewer than two errors in formatting and reference use.	The writing and grammar are consistent with the standard expected of a future school leader. The references were all included in the proper format.	

INTERNSHIP ASSESSMENT SURVEY(GSE School Leadership 7.26.17)

Intern:

Date Completed:

Site Supervisor:

Site:

Please check each item:

Purpose: The Internship Evaluation Form is used by the candidate's site supervisor to evaluate the candidate's internship experience at the conclusion of each of the two semesters of the internship. The items are consistent with the Administrative and Supervisory Competencies, the Professional Standards for Educational Leaders (2015) and the CAEP Standards. The expectation is that the candidate will have been provided with the opportunity to participate in administrative and supervisory activities that are consistent with the competencies under the direction of the site supervisor and in collaboration with the Touro faculty advisor. The rating of the site supervisor will contribute toward the grade earned by the candidate for each semester of the internship.

Explanation of Ratings:

Emerging = The Touro Leadership Intern in his/her first semester of the internship has been performing below expectations on tasks assigned by the site supervisor. Observation by the site supervisor and /or feedback from other administrators, colleagues, parents or students has indicated the inability to complete or perform the assigned duties. Continued exposure to these tasks and monitoring will be needed in the second semester of the internship.

Developing = The Touro Leadership Intern in his/her first semester of the internship has been performing in a manner that is approaching expectations for first semester leadership interns. Observation by the site supervisor and /or feedback from other administrators, colleagues, parents or students has indicated the ability to complete or perform the assigned duties with minimal intervention or additional guidance. Levels of mentoring and support needed are typical for a leadership intern in the first semester of the internship.

Proficient = The Touro Leadership Intern in his/her first semester of the internship has been performing in a manner that is typical for leadership interns. Observations by administrators, and/or feedback from colleagues, parents and students are consistently positive. The intern needs minimal mentoring and support to successfully fulfill his/her professional responsibilities.

Advanced = The Touro Leadership Intern in his/her first semester of the internship has been performing in a manner that is greater than expected of a typical leadership interns. Observations by administrators, and/or feedback from colleagues, parents and students indicate that the intern goes above and beyond expectations in fulfilling his/her professional responsibilities. The intern needs little or no mentoring or support.

No Opportunity = The Touro Intern was not provided an opportunity to perform functions related to this competency.

Directions: For the intern to benefit from your evaluation, it is suggested that this form be filled out with the intern during a review of the intern's progress toward completing a successful and meaningful internship. We thank you for your cooperation. Please check the appropriate rating for each item.

EVALUATION CRITERIA (CAEP A1)	Emerging	Developing	Proficient	Advanced	No Opportunity
ADMINISTRATIVE SKILLS					
a. Ability to plan effectively (PSEL 1 d, e & 9 a)					
b. Ability to meet deadlines (PSEL 1 c, d & 9 b)					
c. Ability to implement plans (PSEL 1 c, d & 9 b)					
d. Ability to follow directives, accept criticism and suggestions. (PSEL 9 j)					
e. Ability to communicate effectively in writing (PSEL 2 e & 8 a)					
f. Ability to communicate orally (PSEL 2 e & 8 a)					
g. Ability to establish good caring, supportive and collaborative relationships with students (PSEL 5 a-f).					
h. Ability to establish good caring, supportive and collaborative relationships with parents (PSEL 8 a-j) a-f).					
i. Ability to establish good caring, supportive and collaborative relationships with colleagues (PSEL 7 a-h)					
j. Ability to establish good caring, supportive and collaborative relationships with general public (PSEL 8 j)					
k. Ability to collaborate effectively in team decision-making to improve the instructional and extra-curricular program for students (PSEL 5 a-f)					
l. Ability to locate and analyze school data to recommend long and short-term goals (PSEL 1 b & 4 a, b)					
m. Ability to analyze a budget to determine if resources and staffing are adequate to support school/district instructional initiatives (PSEL 9 b, c)					
n. Ability to identify and suggest materials and supplies to support school /district functioning and the instructional program (PSEL 9 c)					
o. Ability to utilize data and technology tools to assess the effectiveness of the school/district's instructional program and student progress (PSEL 4 g, 9 f & 10 c, g)					

General Comments: Please comment on the nature and quality of the intern's professional work, level of cooperation, work ethic, sense of purpose and caring for the school community and its members.

Supervisor's signature: _____ Date: _____

Your supervision of this Touro intern is greatly appreciated.

Please give the completed form to the intern.