

## Assessments & Rubrics/Scoring Guides

### Assessments and Rubrics/Scoring Guides

#### **Assessment #1: Principal TSPC Scoring Guide Spring 1, Summer, Fall, Winter, (Formative)**

The TSPC Competencies Scoring Guide and Rubric is used each quarter by the intern by the site supervisor, university supervisor and intern as a formative assessment of the TSPC competencies. The TSPC Scoring Guide is based on the Oregon Educational Leadership/Administrator Standards. This key assessment is aligned to these standards and the COE dispositions in the principal program curriculum map. The TSPC Rubric is used in the beginning of spring 1 term to determine areas for growth and additional experiences for the spring term. It is used at the end of summer, fall, and winter terms to measure areas of growth and identify additional experiences. The results from each year's assessments are summarized and sent each summer to the program for review. A full account of the principal program efforts to establish the validity and reliability of the performance assessment and rubric can be found [below](#).

#### **Assessment #2: Principal TSPC Scoring Guide Spring (Spring 2)**

The Principal TSPC Competencies Scoring Guide and Rubric is used each quarter by the intern as a self-assessment and by the site supervisor, university supervisor and intern as a formative assessment of the TSPC competencies. The IAL TSPC Scoring Guide Spring is administered at the end of spring term as a summative assessment to document candidate proficiency with the standards and readiness for licensure. The Principal TSPC Scoring Guide Spring is based on the Oregon Educational Leadership/Administrator Standards. This key assessment is aligned to these standards and the COE dispositions in the Principal program curriculum map. Upon successful completion of the program and assessment, educational leaders will be seen as proficient and/or exemplary in each of the standards. The results from each year's assessments are summarized and sent each summer to the program for review. A full account of the IAL program efforts to establish the validity and reliability of the performance assessment and rubric can be found [below](#).

#### **Assessment #3: TSPC Standards - Pre and Post self-assessment**

The TSPC Competencies Scoring Guide and Rubric is used by the candidate as a self-assessment as they begin the principal program and again as a self-assessment as they complete the program. The assessment is the same assessment used throughout the program by university and site supervisors. The pre-self-assessment is used in the pre-requisite course, ELP 569, as the last assignment of the term. In their final term of the program, candidates complete the TSPC Standards post-program self-assessment. The Principal TSPC Pre and Post Assessment is based on the Oregon Educational Leadership/Administrator Standards. This key assessment is aligned to these standards and the COE dispositions in the program curriculum map. The results from each year's assessments are summarized and sent each summer to the program for review. A full account of the principal program efforts to establish the validity and reliability of the performance assessment and rubric can be found [below](#).

## **Key Assessment Checklist**

Program: [Principal Administrator License](#)

Name of assessment: TSPC Competencies Scoring Guide (Practicum)

*Include evidence of reliability, validity and fairness at the end of this document.*

<b>Fairness</b>	
When does the assessment occur in the program?	This assessment occurs in the first term of the cohort program (spring 1) in the course, ELP 569 Introduction to Administration, as a self-assessment. The assessment also occurs at the end of summer 1, fall, and winter terms as a formative assessment, and in the spring 2 as a summative assessment, in ELP 509 Practicum Experience.
What is the purpose of this assessment?	The purpose of the assessment is to provide a framework and focus for candidates learning in each of the TSPC standards. Ultimately, it becomes the summative assessment that informs recommendation to TSPC for Principal Administrator Licensure.
What is the process for the instrument (how used, by whom)?	The process for the instrument is used to calibrate perceptions of the candidates' knowledge, skills, and performance in each of the TSPC standards and COE dispositions. The university instructor and site supervisor use the formative information to help guide the candidate to areas for growth or additional emphasis in their coursework and practicum experience.
How are the data used for the candidate?	The data are used to help guide the candidate to areas for growth or additional emphasis in their coursework and practicum experience in the next term.
How are candidates informed about the assignment instructions and the criteria for success? Is it included in the syllabus?	Candidates are informed about the assignment instructions during orientation, and the first meeting with the site supervisor and university supervisor. Instructions are reinforced at each subsequent site visit. Assignment instructions are also included in the Principal Handbook and ELP 509 Practicum syllabi each term.
How are candidates informed about how the data are used?	The candidates are informed about how the data are used by the university supervisor and through the Principal Handbook.
<b>Content and Validity</b>	

What standards are linked to this assessment? (show in the program curriculum map)	All Oregon Educator Leadership/Administrator standards (1-10) required by TSPC for initial administrator licensure are linked to this assessment.
Are there performance expectations aligned with the standards? (e.g., demonstrate versus know)	Yes. Each Oregon Educator Leadership/Administrator standard has performance standards defined for both knowledge and skill, and performance in the field.
Are there descriptions for each component at each level?	Yes, there are descriptions for each component at each level.
What <b>evidence</b> demonstrates the assessment and assignment instruction have undergone bias review?	To the best of our knowledge, no bias review of the assessment has been conducted.
How are the data used for the program?	The program uses data from the assessment to review changes over time for each individual candidate, and identify which standards may be more challenging for candidates. Program course work and practicum supports are adjusted based on the data.
Describe the pilot of the assessment, or the first-use feedback loop.	NA
Describe <b>evidence</b> demonstrating validity	Evidence demonstrating validity of the assessment is examined in relation to job placement data. The assessment is aligned to the Oregon Educational Leadership Standards which require demonstrated proficiency for TSPC licensure. In the transition to the new TSPC standards required for programs beginning in spring 2022, the program will seek evidence validity as key assessments are developed.
What are FERPA implications if involving P-20 students?	Proficient or Exemplary performance for all standards on the assessment states the candidate's project "may interrupt educational disparities, and supports priorities in the school and/or district."
Describe how equity was examined relating to this assessment?	TSPC Standard 3: Knowledge and Skill, Dispositions and Performance in the Field Skills related to TSPC Principal License Standard # 3 is assessed and analyzed each quarter in the program. As we are in the transition process to redesign the initial administrative license program to the new Oregon Administrative Standards for the Principal Administrative License, we will engage with the Office of Global Diversity at Portland State to conduct a bias review of this Key Assessment.

<b>Scoring and Reliability</b>	
Criteria for each level is specific and clear	Yes, criteria for each level is specific and clear.
Proficiency levels represent a developmental sequence	Yes, proficiency levels represent a developmental sequence.
Descriptors for each level include observable, or behavior-based descriptors	Yes, elements of both observable or behavior-based descriptors are included.
Describe the training or calibration provided if multiple scorers	Candidates are trained in the scoring of the assessment during ELP 569 Introduction to Education Administration by the university instructor. Site supervisors are trained in the field by the university supervisor.
Describe <b>evidence</b> demonstrating reliability	The evidence demonstrating reliability over time includes calibration in the field as a result of the candidate, site supervisor and university supervisor scoring the candidates performance at the end of each term. Evidence of reliability of the data gathered from this assessment was examined in Fall 2020.

### **Assignment Instructions (*ref syllabi*)**

The TSPC Rubric is used each quarter by the intern as a self-assessment and by the site supervisor and/or university supervisor and intern as a formative assessment of the TSPC competencies. Upon completion of the program educational leaders will be proficient and/or exemplary in each TSPC standard. Each standard is rated in two categories: Knowledge and Skill, and Performance in the Field. Each category is rated at four levels: Needs Improvement, Emerging, Proficient and Exemplary. Place three checks in the appropriate boxes for each standard. The exemplary category will only be awarded in the exceptional cases when a candidate has been called upon to demonstrate expertise beyond his/her/their site placement. BY the end of the program, educational leaders will not have a “needs improvement” rating in any of the TSPC standards in any of the three categories.

*Assessment Rubric (ref syllabi)*

**TSPC COMPETENCIES AND COE DISPOSITIONS Rubric**

**ADMINISTRATIVE INTERN:** \_\_\_\_\_

TSPC Competency	TSPC Standard	Needs improvement or experience NA=0; (1)	Emerging (2)	Proficient (3)	Exemplary (4)
<p><b>1.0. Visionary Leadership:</b> An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders.</p>	Knowledge & Skill				
	Performance in the field				
<p><b>2.0. Instructional Improvement:</b> An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth</p>	Knowledge & Skill				
	Performance in the field				
<p><b>3.0. Effective Management:</b> An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</p>	Knowledge & Skill				
	Performance in the field				

<p><b>4.0. Inclusive Practice:</b> An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.</p>	Knowledge & Skill				
	Performance in the field				
<p><b>5.0 Ethical Leadership:</b> An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</p>	Knowledge & Skill				
	Performance in the field				
<p><b>6.0. Socio-Political Context:</b> An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p>	Knowledge & Skill				
	Performance in the field				

<p><b>D. Practicum Experience:</b> The practicum provides significant opportunities for educational leaders to synthesize and apply the knowledge and practice and develop the skills identified in Standards 6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel or graduate credit</p>	Performance in the field				
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The College of Education has identified the dispositions below as critical for candidates preparing to be life-long learners, professionals, and leaders in the community. Positive dispositions promote personal growth, respect for diversity, positive professional relationships, and community engagement. PSU is committed to supporting candidates who are seeking leadership through the IAL in developing these dispositions through coursework and experiences in the field. Dispositions should become habitual ways of behaving in our complex professional lives. Please reflect and assess the Administrative Intern on his/her dispositions using the rubric below

COE DISPOSITION	INDICATOR	Needs improvement or experience NA=0; (1)	Emerging (2)	Proficient (3)	Exemplary (4)
Advocacy for fairness and respect	Demonstrates Disposition				
Professionalism: conduct, honesty/integrity, flexibility, responsibility, collaboration	Demonstrates Disposition				
Commitment to learning and dedication/positive focus	Demonstrates Disposition				
Reflection	Demonstrates Disposition				
Comments on Dispositions & TSPC Competencies: (strengths & areas for growth)					

Signatures of agreement:

\_\_\_\_\_  
University Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Site Supervisor (s)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Intern

\_\_\_\_\_  
Date