Key Endorsement Assessment #1: Evidence-Based Principles of Effective Leadership and Teacher Learning Assignment
Teacher Leader Endorsement: EDUC 758
Overview
Advanced Teacher Preparation Program
Educator Preparation Unit
Muskingum University

1. **Description of the Assessment and Its Use in the Program**

Key Endorsement Assessment #1: **Evidence-Based Principles of Effective Leadership and Teacher Learning Assignment** is designed to assess a candidate’s ability to articulate his/her knowledge of effective leadership to encourage high levels of performance for educators and students; ability to manage the change process by assisting and supporting teacher learning through professional development; understanding of and ability to apply strategies that assist adult learning and development; respect for the diversity of a school staff: teachers, administrators, and other personnel; ability to engage in reflective practice concerning leadership roles and responsibilities, and encourage reflective practice in others; ability to assume leadership roles at the school, district, state, and national levels; ability to facilitate the development of efficacy among other teachers; ability to participate in developing a shared vision for short-term and long-term goals for ongoing school reform and continuous improvement; and ability to advocate for and initiate increased opportunities for teamwork to promote and support student achievement and other school goals. The assessment requires a candidate to analyze a case history and to then respond to a set of prompts within the context of the case history.

The assessment is carried out in EDUC 758: Supporting Professional and is then evaluated by the course instructor.

To be admitted into The Teacher Leader in Action Internship at Gateway 2, a candidate must complete Key Endorsement Assessments #1, #2, and #4 (**Evidence-Based Principles of Effective Leadership and Teacher Learning Assignment**, Use of Data-Based Decisions and Evidence-Based Practices Assignment, and Promote and Support Professional Learning and Improved Practices Project) with at least 80% of the elements of the Ohio Teacher Leader Endorsement Program Standards across the three assessments rated at **meets element** and no element rated **unacceptable**.

2. **Description of How the Assessment Specifically Aligns with the Ohio Teacher Leader Endorsement Program Standards (2009)**

The following elements of the Ohio Teacher Leader Endorsement Program Standards are evaluated through this key endorsement assessment.

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<thead>
<tr>
<th>Element 1.1: Candidates articulate their knowledge of effective leadership to encourage high levels of performance for educators and students.</th>
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<td>Element 1.2: Candidates demonstrate skill in managing the change process by assisting and supporting teacher learning through professional development.</td>
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<td>Element 1.3: Candidates understand and apply strategies that assist adult learning and development.</td>
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<td>Element 1.4: Candidates respect the diversity of the school staff: teachers, administrators, and other personnel.</td>
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<td>Element 1.5: Candidates engage in reflective practice concerning leadership roles and responsibilities, and encourage reflective practice in others.</td>
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<td>Element 1.6: Candidates assume leadership roles at the school, district, state or national levels and in professional organizations.</td>
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Element 1.7: Candidates facilitate the development of efficacy among other teachers in their school and district.

Element 4.1: Candidates participate in developing a shared vision for short-term and long-term goals for ongoing school reform and continuous improvement.

Element 4.2: Candidates advocate for and initiate increased opportunities for teamwork to promote and support student achievement and other school goals.

3. Assessment Instrument

Guidelines for Key Endorsement Assessment #1: Evidence-Based Principles of Effective Leadership and Teacher Learning Assignment

As you complete the following, refer to the scoring guide for Key Endorsement Assessment #1 to ensure that you include all expectations for this assessment.

Purpose of the Assignment: to demonstrate your (1) ability to articulate your knowledge of effective leadership to encourage high levels of performance for educators and students; (2) ability to manage the change process by assisting and supporting teacher learning through professional development; (3) understanding of and ability to apply strategies that assist adult learning and development; (4) respect for the diversity of a school staff: teachers, administrators, and other personnel; (5) ability to engage in reflective practice concerning leadership roles and responsibilities, and encourage reflective practice in others; (6) ability to assume leadership roles at the school, district, state, and national levels; (7) ability to facilitate the development of efficacy among other teachers in a school and district; (8) ability to participate in developing a shared vision for short-term and long-term goals for ongoing school reform, and continuous improvement; and (9) ability to advocate for and initiate increased opportunities for teamwork to promote and support student achievement and other school goals.

Directions:

(1) Read and analyze the CASE HISTORY, provided by the course instructor, which is to be used in the completion of Key Endorsement Assessments #1 and #2.

(2) Reference the CASE HISTORY and then respond to each of the following:

2.1: Synthesize the most eminent effective leadership knowledge that is focused on encouraging high levels of performance within educators and students.

2.2: Within the context of the CASE HISTORY, describe two appropriate methods for managing the change process in the course of assisting and supporting teacher learning through professional development.

2.3: Synthesize the most eminent adult learning and development strategies AND then articulate two appropriate processes for applying those adult learning and development strategies within the context of the CASE HISTORY.

2.4: Describe two appropriate processes for demonstrating respect for the diversity of the school staff noted in the CASE HISTORY.
2.5: Within the context of the CASE HISTORY, describe two appropriate processes that you would use to engage in reflective practice concerning leadership roles and responsibilities, and two appropriate processes that you would use to encourage reflective practice in others.

2.6 Describe two appropriate processes you, as a teacher leader, could use for assuming leadership roles at the school AND district levels within the context of the CASE HISTORY, AND then describe two practical ways you could pursue leadership roles in state AND national professional organizations.

2.7 Describe the two appropriate processes that you could use to facilitate the development of efficacy among the teachers noted in the CASE HISTORY.

2.8 Within the context of the CASE HISTORY, describe two appropriate processes for participating in the development of a shared vision for short-term AND long-term goals for ongoing school reform and continuous improvement.

2.9 Within the context of the CASE HISTORY, describe two appropriate processes for advocating for AND initiating increased opportunities for teamwork to promote and support student achievement AND other school goals.

(3) Make sure to follow the specific expectations for the Evidence-Based Principles of Effective Leadership and Teacher Learning Assignment as articulated in the Key Endorsement Assessment #1 Scoring Guide provided by the course instructor.

(4) An electronic version of the Evidence-Based Principles of Effective Leadership and Teacher Learning Assignment is to be emailed to the course instructor prior to the final class meeting of the course AND a hard copy of the document is to be submitted to the course instructor at the time of the final class meeting.