**Advanced Candidates Assessed on Their Leadership Roles and Collaboration with Colleagues to Contribute to School Improvement and Renewal**

**Advanced Music**

Program candidates are not currently assessed on their leadership roles and collaboration with colleagues to contribute to school improvement and renewal. This could be accomplished with an employer survey. Collection of employer data through surveys has been attempted several different times (paper and online) and has not been successful. It is recommended that this be pursued by telephone or video conferencing.

**Building and District Leadership**

Competence demonstrated through special projects and specific activities within the practicums and various program courses.

**Curriculum & Instruction**

The evaluation process in ED 895 includes this element, based on the intended student learning and performance outcomes found in the guidebooks (syllabi). More emphasis is given to this dimension in the curriculum leadership strand, as one would expect for those who aspire to be curriculum coordinators or some other kind of academic leader.

**ESOL**

The Community-Connection Project is a practicum completion requirement. Candidates are required to effectively communicate with students, parents, and members of various cultural groups in their community. The project engages candidates in meaningful interactions with the parents and caregivers of their students, by designing plans that support parents’ involvement through native literacy nights, parent-teacher conferences, after school programs such as ESL activities for parents. Additionally, TESOL TWS (Indicators 3, 13, and 20) specifically assess the collaboration with colleagues to contribute to student success and school improvement. A rubric is used to assess these projects. Furthermore, when asked during the follow-up studies to describe their leadership roles and collaboration with colleagues, many candidates show evidence that they continue to engage in such roles even after they complete the TESOL program.

**Gifted Special Education**

Competencies on Standard 7 and Dispositions VI and VII are evaluated during Practica I (SD855/857) and Practicum II (SD856/858). Additionally, Gifted Advanced Program candidates and alumni report activities regarding their leadership roles such as the officers in state professional association, school leadership, professional presentations, awards, and grants received on an annual basis. During a three-year period, alumni and their respective administrators evaluate the impact of the program on their competency in conducting their professional responsibilities in K-12 schools to contribute to improvement and renewal. An
indirect measure of these contributions occurs when Kansas administrators refer new hires to Emporia State University to acquire the needed endorsement coursework which reflects the reputation and value of alumni working in their schools as collaborative colleagues.

**Instructional Design and Technology**

Each year, candidates and graduates submit accomplishments for the IDT annual report, including leadership and collaboration roles.

**Master Teacher-Elementary Subject Matter**

Assessments occur informally through candidates sharing what they have been asked to do or have volunteered to do.

**Reading Specialist**

The program report includes two examples:  (1) In the Multicultural Literature Inventory, candidates complete an inventory to use when evaluating the school library and classroom libraries for quality of the multicultural literature. To complete the inventory, candidates must meet with teachers in their building to identify the needs related to the school context and/or have colleagues evaluate the items on the inventory. (2) For the Professional Development Assessment, candidates must meet with colleagues for administration of the needs assessment to faculty and staff. The results may be discussed with colleagues to determine professional development needs.

**School Counseling**

School counseling candidates are required to be assessed by on-site supervisors during field experience while enrolled in SC881: Internship in School Counseling. The instrument used is a rating scale that assesses the candidate’s knowledge and skills necessary for working as a professional counselor in schools, PreK-12 and includes on-site supervisor’s average ratings for the mid-term and the final evaluation using the following (1-5) scale as a guide: 1 = below expectations (unacceptable); 3 = at expectations (acceptable); and 5 = above expectations (target). The instructions read:

This intern demonstrates:

- a professional attitude and ethical behavior (KSDE: Standard # 1)
- the implementation of a counseling program based on the needs of students, parents, and teachers (KSDE: Standard # 2)
- an understanding of students from a developmental perspective (KSDE: Standard # 3)
- skills in individual and group counseling, and classroom guidance lessons and activities (KSDE: Standard # 4)
- knowledge of assessment data and how to analyze and interpret students data (KSDE: Standard # 5)
- knowledge of career exploration and development and skills in conducting career related activities (KSDE: Standard # 6)
- skills in participating in teams and collaborating with other professionals to facilitate the positive interaction between students and their environment (KSDE: Standard # 7)
- skills and sensitivity in understanding social and cultural diversity (KSDE: Standard # 8)
- an understanding of how current issues and change affect students, their growth and development (KSDE: Standard # 9)
- professional involvement, growth and development. (KSDE: Standard # 10)

These items were developed with the assistance of the program’s advisory board/focus group (Spring 2007) to match directly with the ten KSDE Standards. The assessment represents a pedagogical (application) type of assessment and as such was developed to evaluate the candidate’s performance regarding the demonstration of attitudes, skills, and dispositions required in the position of school counselor. Candidates are evaluated at midterm and again at the end of the semester and the average of these two ratings are used in the calculations. In assessing dispositions candidates are also evaluated by their on-site supervisor on the Evaluation of Dispositions form that also represents a measure of their ability to demonstrate their leadership roles and collaboration with colleagues that contributes to school improvement and professional renewal.

*School Psychology*

Supervised field experiences include a minimum of a 600 hour practicum field experience, and a minimum of a 1400 hour internship field experience, during which candidates are assessed by field supervisors. Leadership, consultation and collaboration skills are an integral part of the field supervisor rating tools/rubrics.

Assessment and intervention case studies are a required part of the practicum and internship field experiences. Integral to the scoring rubrics are specific collaboration and teaming elements which must be satisfied before the case studies are acceptable.

During internship, a mental health case study requires that the candidate take a leadership role in creating and advocating for a mental health prevention/intervention effort. That case study and its rubric has leadership heavily weighted in its scoring rubric.