**Assessment 8: Educational Platform**

**Part 1**

**a. Assessment**

Candidates are required to complete the Educational Platform in three courses, EDAD 525: Introduction to Educational Leadership, SUPV 520: Supervision and Professional Development, and EDAD 617: Advanced School Leadership and Supervision. TCNJ faculty developed the Educational Platform assignment to allow candidates to articulate their perspectives on leadership topics such as the purpose of education; the relationship among curriculum, teaching and learning; what makes a teacher effective; and how we can motivate all students to be successful in school.

The candidate’s initial statement on leadership is submitted as part of the application to the educational leadership program. As candidates matriculate through the program, they are required to write and subsequently revisit their educational platforms at three different developmental stages: the beginning, the middle and the end of the program. Having to think through such issues regularly promotes a paradigm shift from the candidate’s position upon entering the program to that of school leader at the conclusion of the coursework.

We formally assess the Educational Platform during EDAD 525, one of the first courses candidates take in the program, and again EDAD 617, which is often taken alongside the internship experience at the end of the program. Data collected at these points provide a view into candidates’ growth across the educational leadership program. Results are shared with candidates via Canvas, our electronic learning management system.

**b. Alignment to Standards**

The Educational Platform is aligned with the following standards:

ELCC standards: 1.1, 5.5, 6.3

CAEP Standards for Advanced Programs: A.1.1.d, A.1.1.e, A.1.1.f

**c. Analysis of Data Findings**

The fall scores come from candidates in EDAD 525: Introduction to Educational Leadership and the spring scores are from EDAD 617; Advanced School Leadership and Supervision. Therefore, we would expect to see higher scores from the spring group of candidates as they have had the opportunity to revise and reconsider their platforms as they progress through the program. The data exhibit this pattern as expected, with the exception of Fall 2017, which had considerably higher scores than any of the other data points. Overall, a majority of candidates performed at the target level across semesters indicating TCNJ’s educational leadership program is developing candidates who are demonstrating professional leadership dispositions.

**d. Interpretation of Evidence for Meeting Standards**

A majority of candidates were successful in developing a shared vision of learning (1.1), promoting equitable and socially just leadership (5.5), and were aware of educational trends (6.3). Performance was strong across standards.

**Part 2**

**e. Assessment Tool**

The Leadership Platform is a self-reflective document that provides a framework for administrative action. The concept of a “platform” is based on the political model, in which parties summarize in writing, a description of what they stand for, and so the voters can make an informed decision.

It is critical that administrators and those whom they aspire to influence have a clear understanding of the foundational principles, conceptualizations, and philosophy on which they base their practice**.** School leaders carry on their work, make decisions, and plan instruction on the basis of their leadership platform – as a result these platforms should be clearly articulated and espoused**.** The leadership platform will typically include the beliefs, opinions, values, and attitudes that provide a foundation for how you will practice as a school leader.

Sergiovanni and Starratt (1988) suggest a possible starting place is to respond to the following questions by asking, professionally speaking, “What do you stand for?” Use your response to the following questions to reflect on and to ultimately form your Educational Platform:

1. What should be the purpose of education?
2. What should be the content of the school curriculum?
3. Who should control the learning environment?
4. What should be the relationship of teacher and student?
5. Under what conditions is student learning most successful?
6. What motivates students to do their best in school?
7. What is your definition of effective teaching?
8. What personal characteristics does a successful teacher possess?
9. How should the teacher assess learning?
10. What is your definition of a good school?
11. How does the changing nature of education influence your thinking (e.g. demographic trends, technology, how society views schooling).

After you have answered each question, reflect on your responses and group the responses in clusters and place them in some order of importance. Your ultimate task is to generate a brief –(maximum 3 pages) cogent document that is compatible and consistent with your belief system.

You should note, that this assignment will be repeated in three courses, (Introduction to Educational Administration; Staff Supervision; and Advanced Leadership). The leadership platform should be considered a living document that will be periodically revisited and revised.

**f. Scoring Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| Component | **Unacceptable (1)** | **Acceptable (3)** | **Target (4)** |
| **Shared vision**  ELCC 1.1  CAEP A.1.1.d | Vision is unconnected to learning and/or underdeveloped. | Developed and articulated a shared vision of learning for a school, but vision lacks connections to course concepts. | Developed and articulated a shared vision of learning for a school. Vision is connected to theory, literature, and collaborative practice. |
| **Vision promotes equity**  ELCC 5.5  CAEP A.1.1.f | Equity and social justice are missing. | Equitable leadership practices and values are implied or addressed in a cursory manner. | A well-developed section of the platform promotes equitable and socially just leadership practices and explicitly expresses a value for the learning of each child. |
| **Awareness of trends**  ELCC 6.3  CAEP A.1.1.e | Platform lacks reference to emerging trends and/or initiatives. | The leadership platform addresses one emerging trend and/or initiative that have an effect on school-based leadership. | The leadership platform substantively addresses more than one emerging trend and/or initiative that have an effect on school-based leadership. |

**g. Data Tables**

Inter-Rater Reliability- NA, only one assessor contributed data

**Fall 2016** (EDAD 525)

Master’s *n* = 16 Post Masters *n* = 5

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Unacceptable (1) | | Acceptable (2) | | Target (3) | |  |
| Standard | Master’s | Post Mast. | Master’s | Post Mast. | Master’s | Post Mast. | % Target |
| 1.1 | 0 | 0 | 7 | 1 | 9 | 4 | 62 |
| 5.5 | 0 | 0 | 8 | 3 | 8 | 2 | 48 |
| 6.3 | 0 | 0 | 7 | 0 | 9 | 5 | 67 |

**Spring 2017** (EDAD 617)

Master’s *n* = 18 Post Masters *n* = 5

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Unacceptable (1) | | Acceptable (2) | | Target (3) | |  |
| Standard | Master’s | Post Mast. | Master’s | Post Mast. | Master’s | Post Mast. | % Target |
| 1.1 | 0 | 0 | 5 | 1 | 13 | 4 | 74 |
| 5.5 | 0 | 0 | 5 | 2 | 13 | 3 | 70 |
| 6.3 | 0 | 0 | 1 | 2 | 17 | 3 | 87 |

**Fall 2017** (EDAD 525)

Master’s *n* = 10 Post Masters *n* = 4

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Unacceptable (1) | | Acceptable (2) | | Target (3) | |  |
| Standard | Master’s | Post Mast. | Master’s | Post Mast. | Master’s | Post Mast. | % Target |
| 1.1 | 0 | 0 | 1 | 0 | 9 | 4 | 93 |
| 5.5 | 0 | 0 | 1 | 0 | 9 | 4 | 93 |
| 6.3 | 0 | 0 | 2 | 1 | 8 | 3 | 76 |

**Spring 2018** (EDAD 617)

Master’s *n* = 12 Post Masters *n* = 6

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Unacceptable (1) | | Acceptable (2) | | Target (3) | |  |
| Standard | Master’s | Post Mast. | Master’s | Post Mast. | Master’s | Post Mast. | % Target |
| 1.1 | 0 | 0 | 0 | 2 | 12 | 4 | 89 |
| 5.5 | 0 | 0 | 1 | 1 | 11 | 5 | 89 |
| 6.3 | 0 | 0 | 3 | 1 | 9 | 5 | 78 |

**Fall 2018** (EDAD 525)

Master’s *n* = 20 Post Masters *n* = 6

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Unacceptable (1) | | Acceptable (2) | | Target (3) | |  |
| Standard | Master’s | Post Mast. | Master’s | Post Mast. | Master’s | Post Mast. | % Target |
| 1.1 | 0 | 0 | 4 | 2 | 16 | 4 | 77 |
| 5.5 | 0 | 0 | 6 | 1 | 14 | 5 | 73 |
| 6.3 | 0 | 0 | 5 | 2 | 15 | 4 | 73 |

**Part 3**

**Revised NELP-Aligned Assessment**

The Educational Platform assignment will no longer be used for accreditation purposes as of Spring 2019.