



**College of Education
Administration and Higher Education**

Name: _____

Portfolio Personal Assessment

This assessment of skills and competency standards has been adopted by the California Teacher Credential Commission and serves as a broad criterion reference base from which to measure student growth and readiness for receiving Preliminary Administrative Credential status. Please take your time in marking each skill listed, referencing your initial level of competence when you entered the program against the level you feel you have risen to upon exiting from the program

Rating scale 1 – 5 (1 = Emerging 5 = Mastering)

Management of Schools – Each candidate is able to plan, organize, implement, manage, facilitate and evaluate the daily operation of schools in ways that achieve organizational goals and lead to the safe, productive operation of schools.

Upon Entry into the Program						Upon Exit From Program				
1	2	3	4	5		1	2	3	4	5
					working with faculty, parents, students, school board members and other school stakeholders to translate to a shared vision into strategic and operational plans					
					defining the roles and relationships for implementing and monitoring strategies and operational plans					
					having an understanding of appropriate ways to manage student behavior in a school setting so as to develop and maintain a positive and safe school climate					
					having the ability to manage student services in response to individual and diverse students, making full use of the knowledge and services of appropriate support personnel					

Instructional Program – Each candidate demonstrates the ability to design, implement, and evaluate instructional programs and lead in their development and improvement.

Upon Entry into the Program						Upon Exit From Program				
1	2	3	4	5		1	2	3	4	5
					having acquired information management skill, including the ability to collect and analyze data, make and assist others in making informed decisions and interpret and convey information in appropriate and thoughtful ways					
					demonstrate the ability to facilitate shared decision-making among members of the school community					



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1	2	3	4	5	understanding basic principle of curriculum design and is able to interpret and guide the planning and evaluation of school district curricula	1	2	3	4	5
1	2	3	4	5	understanding of the developmental needs of diverse learners and is able to insure appropriate learning methods and activities for diverse groups of students from multicultural settings	1	2	3	4	5
1	2	3	4	5	understanding the importance of and demonstrates the ability to work with staff, parents, pupils and community groups in curriculum development and evaluation	1	2	3	4	5
1	2	3	4	5	gaining an understanding of the appropriate use of resources, i.e. human, fiscal and others, to the benefit of student instruction	1	2	3	4	5
1	2	3	4	5	able to plan and organize programs for staff development consistent with curricular and instructional needs	1	2	3	4	5

Organizational Management – Each candidate demonstrates understanding of the organization, structure, and cultural context of schools and is able to lead other in the development an attainment of short-term and long-term goals.

Upon Entry into the Program						Upon Exit From Program				
1	2	3	4	5		1	2	3	4	5
1	2	3	4	5	able to direct appropriate ancillary services toward-students for the improvement of teaching and learning	1	2	3	4	5
1	2	3	4	5	understanding procedures for student assessment and information to improve the instructional program	1	2	3	4	5
1	2	3	4	5	understands basic principals of organizational theory so as to be able to lead and manage schools as organizational entities	1	2	3	4	5
1	2	3	4	5	demonstrates the ability to apply theoretical perspectives to his or her own organizational setting	1	2	3	4	5
1	2	3	4	5	understands the organization of the school and the roles of individuals within that school setting	1	2	3	4	5
1	2	3	4	5	able to identify a wide range of intellectual, political, ethical, cultural and economic forces that impact on school organizations	1	2	3	4	5



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Use of Technology – Each candidate in the program effectively manages the various uses of technology for instructional and administrative purposes in the educational setting.

Upon Entry into the Program

Upon Exit From Program

1	2	3	4	5	demonstrates the ability to lead groups and individuals in the development and implementation of long and short-term planning and development activities	1	2	3	4	5
1	2	3	4	5	understands the importance and role of multi-media technologies for instructional support, administrative decision-making and the management of data in schools settings	1	2	3	4	5
1	2	3	4	5	understands the importance and role of multi-media technologies of instructional support, administrative decision-making and the management of schools	1	2	3	4	5
1	2	3	4	5	uses computers and other technologies in the performance of administrative responsibilities	1	2	3	4	5
1	2	3	4	5	able to make informed decisions about appropriate technologies for school use	1	2	3	4	5
1	2	3	4	5	able to manage the use of technology for the improvement of the instructional program	1	2	3	4	5

Policy and Political Influences. The ability to recognize relationships among public policy, governance and school and is able to relate policy initiatives to the welfare of the overall school program

Upon Entry into the Program

Upon Exit From Program

1	2	3	4	5	understands the need for schools to be responsive to diverse community and constituent groups	1	2	3	4	5
1	2	3	4	5	understands governance roles and has opportunities to practice consensus building, develop collaborative relationships and engage in team building practices	1	2	3	4	5
1	2	3	4	5	understands the need for inter-agency and inter-disciplinary cooperation	1	2	3	4	5
1	2	3	4	5	understands the interaction between schools and the social issues and concerns that impact the larger society	1	2	3	4	5
1	2	3	4	5	understands schools as a political system and is able to identify the relationship between public policy and education	1	2	3	4	5



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Legal and Regulatory Application. The ability to understand the federal, state and local educational laws and regulations, and policies that govern schools, and knows how to act in accordance with these provisions

Upon Entry into the Program						Upon Exit From Program				
1	2	3	4	5		1	2	3	4	5
					has an understanding of federal and state constitutional provision, statutory standards and regulatory applications governing public schools					
1	2	3	4	5	understands the importance of local rules, procedures and directives related to schools	1	2	3	4	5
1	2	3	4	5	understands the procedures and requirements for employment, evaluation and retention of staff	1	2	3	4	5

Fiscal Resources and Business Services. Has developed an understanding of the effective and efficient management of fiscal resources as business services.

Upon Entry into the Program						Upon Exit From Program				
1	2	3	4	5		1	2	3	4	5
					understands the sources and appropriate use of federal, state and local school funding					
1	2	3	4	5	has knowledge and sound fiscal and business management skills and practices	1	2	3	4	5
1	2	3	4	5	understands the relationship between human and fiscal resource planning in the management of schools	1	2	3	4	5
1	2	3	4	5	understand the role of the school administrator in developing a school budget, administering the budget and evaluating the efficiency and effectiveness of the services and products funded by the budget	1	2	3	4	5
1	2	3	4	5	is aware of the division of fiscal responsibility between the school site and the central office	1	2	3	4	5

School-Community Collaborations. Is able to effectively demonstrate the skills to collaborate with parents and community members, and works effectively with community agencies, foundations and the private sector in furthering the cause of public education.

Upon Entry into the Program						Upon Exit From Program				
1	2	3	4	5		1	2	3	4	5
					understanding the socio-demographic make-up of the community and is able to develop and evaluate instructional programs, strategies and approaches appropriate to diverse student needs					
1	2	3	4	5	recognizes the importance of collaboration and demonstrates the ability to communicate and work with parents, school boards and community members	1	2	3	4	5



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Issues of Diversity and Equity

Upon Entry into the Program						Upon Exit From Program				
1	2	3	4	5		1	2	3	4	5
					understands the importance of the need to work successfully with diverse populations					
1	2	3	4	5	demonstrates the ability and the needed understanding to work with diverse cultures/populations	1	2	3	4	5
1	2	3	4	5	knowledge of and commitment to addressing the barriers in education that negatively affect the academic needs of diverse cultures/populations	1	2	3	4	5
1	2	3	4	5	ability to address the inadequacies of faculty and staff who are unprofessional toward students, parents, other faculty and staff members because of their social, economic or ethnic position	1	2	3	4	5
1	2	3	4	5	knowledge of strategies to engage diverse groups of parents, students, and community members	1	2	3	4	5