Educational Leadership Master's Program Folio Assessment

Department:_Educational Leader	rship & Human Services_ Name of Candidate:
Date:	_ FAMU Student ID #:

	Theme: Diversity								
Diversity		Favorable	Acceptable	Marginal	Unacceptable	Rating	Artifact(s)		
	Skill:	Exemplary	Acceptable	Marginal	Unacceptable				
		performance is	performance is	performance is	performance is				
	PEU-CF-1.2	evidenced by the	evidenced by the	evidenced by	evidenced by				
	PEU-CF-1.3	candidate's ability to	candidate's ability to	candidate's ability to	candidate's inability				
	PEU-CF-1.4	establish a	establish a	establish a	to establish a				
	PEU-CF-1.5	comfortable	comfortable	comfortable	comfortable				
		environment in which	environment in which	environment in which	environment in which				
		all students can learn;	all students can learn.	all students can learn.	all students can learn.				
		candidate practices	Candidate practices		Candidate does not				
		strategies such as	strategies such as		practice strategies				
		acceptance, tolerance,	acceptance and		such as acceptance,				
		mediation and	tolerance, and accepts		tolerance, mediation				
		resolution, and	diversity.		and resolution, and				
		accepts and fosters			accepts and fosters				
		diversity.			diversity.				
	Disposition:	Exemplary	Acceptable	Marginal	Unacceptable				
		performance is	performance is	performance is	performance is				
	PEU-CF-1.2	evidenced by the	evidenced by the	evidenced by the	evidenced by the				
	PEU-CF-1.3	candidate accepting	candidate accepting	candidate accepting	candidate's inability				
		and fostering	and fostering	and fostering	to accept and foster				
		diversity and	diversity and	diversity.	diversity and				
		understanding and	understanding diverse		understand and				
		supporting diverse	student learning or		support diverse				
		student learning.	creates a learning		student learning.				
		Candidate also creates	community that		Candidate does not				
		a learning community	respects individual		create a learning				
		that respects	differences.		community that				
		individual			respects individual				
	77 1 1	differences.		36 1 1	differences.				
	Knowledge:	Exemplary	Acceptable	Marginal	Unacceptable				
	DELL CE 1.1	performance is	performance is	performance is	performance is				
	PEU-CF-1.1	evidenced by the	evidenced by the	evidenced by the	evidenced by the				
	PEU-CF-1.5	candidate's	candidate's	candidate's	candidate's inability				
		understanding of	understanding of	understanding of	to clearly understand				
		diverse backgrounds of individuals.	diverse backgrounds	diverse backgrounds of individuals.	diverse backgrounds of individuals and				
		Candidate also knows	of individuals;. Candidate also knows	of individuals.					
		how to establish a	how to establish a		does not know how to				
		now to establish a	now to establish a		establish a				

		comfortable	classroom		comfortable		
		environment in which	environment.		environment in which		
		all students can learn.	environment.		all students can learn.		
		an stadents can rearn.			un students cun reum.		
			TD1				
T11		Favorable		Cechnology Marginal	Unaccentable	Dating	A mtifo at(a)
Technology	01.11		Acceptable	Marginal	Unacceptable	Rating	Artifact(s)
	Skill:	Exemplary	Acceptable	Marginal	Unacceptable		
	PEU-CF-2.1	performance is	performance is	performance is	performance is evidenced by the		
		evidenced by the	evidenced by the candidate's ability to	evidenced by the			
	PEU-CF-2.2 PEU-CF-2.5	candidate's ability to use fundamental	use fundamental	candidate's ability to use fundamental	candidate's <i>inability</i> to use fundamental		
	PEU-CF-2.5 PEU-CF-2.6	concepts in	concepts in	concepts in	concepts in		
	PEU-CF-2.0 PEU-CF-2.7	technology, facilitate	technology, facilitate	technology, facilitate	technology, facilitate		
	FEU-CF-2.7	students' access and	students' access and	students' access and	students' access and		
		use of technology;	use of technology;	use of technology;	use of technology;		
		candidate can also use	candidate can also use	candidate can also use	candidate <i>does not</i>		
		available technology	available technology	available technology	use available		
		and software to	and software to	and software.	technology and		
		support student	support student	and software.	software to support		
		learning and to	learning.		student learning and		
		manage, evaluate and			to manage, evaluate		
		improve instruction.			and improve		
		•			instruction.		
	Disposition:	Exemplary	Acceptable	Marginal	Unacceptable		
	•	performance is	performance is	performance is	performance is		
	PEU-CF-2.6	evidenced by the	evidenced by the	evidenced by the	evidenced by the		
		candidate facilitating	candidate facilitating	candidate facilitating	candidate's inability		
		access to technology	access to technology	access to technology	to facilitate access to		
		for students.	for students.	for students.	technology for		
		Candidate can also	Candidate can also	Candidate can also	students. Candidate		
		demonstrate that	demonstrate that	demonstrate that	does not demonstrate		
		communication is	communication is	communication is	that communication is		
		sensitive to gender	sensitive to gender	sensitive to gender	sensitive to gender		
		and cultural	and cultural	and cultural	and cultural		
		differences (e.g.,	differences (e.g.,	differences (e.g.,	differences (e.g.,		
		appropriate use of	appropriate use of	appropriate use of	appropriate use of		
		eye contact, interpretation of body	eye contact, interpretation of body	eye contact).	eye contact, interpretation of body		
		language and verbal	language and verbal		language and verbal		
		statements,	statements).		statements,		
		acknowledgement of	sidiemenis).		acknowledgement of		
		and responsiveness to			and responsiveness to		
		different modes of			different modes of		
		communication and			communication and		
		participation).			participation).		
	Knowledge:	Exemplary	Acceptable	Marginal	Unacceptable		
	6.1	performance is	performance is	performance is	performance is		
	PEU-CF-2.3	evidenced by the	evidenced by the	evidenced by the	evidenced by the		
	PEU-CF-2.4	candidate	candidate	candidate	candidate's inability		
		demonstrating that	demonstrating that	demonstrating that	to demonstrate that		
		she/he knows and	she/he knows and	she/he knows and	she/he knows and		

		understands the fundamental concepts in technology. The candidate is also knowledgeable of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	understands the fundamental concepts in technology. The candidate is also knowledgeable of effective verbal, nonverbal, <i>or</i> media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	understands the fundamental concepts in technology. The candidate is also knowledgeable of effective verbal, nonverbal communication techniques to foster active inquiry in the classroom.	understands the fundamental concepts in technology. The candidate is <i>not</i> knowledgeable of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.		
		III tile Glassi comi			in the classic online		
			Theme	Values			
Values		Favorable	Acceptable	Marginal	Unacceptable	Rating	Artifact(s)
	Skill: PEU-CF-3.1 PEU-CF 3.2 PEU-CF- 3.3	Exemplary performance is evidenced by the candidate interacting with students, families and other stakeholders in a manner that reflects ethical and moral standards; working with colleagues in a professional manner and showing respect for varied groups' talents and perspectives.	Acceptable performance is evidenced by the candidate interacting with students, families and other stakeholders in a manner that reflects ethical and moral standards; working with colleagues in a professional manner or showing respect for varied groups' talents and perspectives.	Marginal performance is evidenced by the candidate interacting with students, families and other stakeholders in a manner that reflects ethical and moral standards.	Unacceptable performance is evidenced by the candidate <i>inability</i> to interact with students, families and other stakeholders in a manner that reflects ethical and moral standards; work with colleagues in a professional manner and show respect for varied groups' talents and perspectives.		
	Disposition: PEU-CF-3.3 PEU-CF-3.4 PEU-CF-3.5	Exemplary performance is evidenced by the candidate showing respect for varied groups' talents and perspectives, commitment to individual excellence and recognizing the importance of peer relationships in establishing a climate for learning.	Acceptable performance is evidenced by the candidate showing respect for varied groups' talents and perspectives, commitment to individual excellence or recognizing the importance of peer relationships in establishing a climate for learning.	Marginal performance is evidenced by the candidate showing respect for varied groups' talents or perspectives, commitment to individual excellence or recognizing the importance of peer relationships in establishing a climate for learning.	Unacceptable performance is evidenced by the candidate's inability to show respect for varied groups' talents and perspectives, commitment to individual excellence and recognize the importance of peer relationships in establishing a climate for learning.		
	Knowledge:	Exemplary performance is evidenced by the candidate's	Acceptable performance is evidenced by the candidate's	Marginal performance is evidenced by the candidate	Unacceptable performance is evidenced by the candidate's <i>inability</i>		

		understanding of how	understanding of how	understanding how	to demonstrate an		
		students' learning is	students' learning is	students' learning is	understanding of how		
		influenced by	influenced by	influenced by	students' learning is		
		individual	individual	individual	influenced by		
		experiences, talents,	experiences, talents,	experiences, talents,	individual		
		and prior learning, as	and prior learning, as	or prior learning, as	experiences, talents,		
		well as language,	well as language,	well as language,	and prior learning, as		
		culture, family and	culture, family <i>or</i>	culture, and family	well as language,		
		community values.	community values.	values.	culture, family or		
		community values.	community values.	values.			
					community values.	_	
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Critical Thinking		Favorable	Acceptable	Marginal	Unacceptable	Rating	Artifact(s)
	Skill:	Exemplary	Acceptable	Marginal	Unacceptable		
		performance is	performance is	performance is	performance is		
	PEU-CF-4.2	evidenced by the	evidenced by the	evidenced by the	evidenced by the		
	PEU-CF-4.5	candidate's ability to	candidate's ability to	candidate's ability to	candidate's inability		
		use a variety of	use a variety of	use a variety of	to use a variety of		
		instructional/	instructional/	instructional/	instructional/		
		professional strategies	professional strategies	professional strategies	professional strategies		
		to encourage	to encourage	to encourage	to encourage		
		students'	students'	students'	students'		
		development of	development of	development of	development of		
		critical thinking and	critical thinking and	critical thinking and	critical thinking and		
		performance.	performance.	performance.	performance.		
		Candidate can plan,	Candidate can plan,	Candidate can plan	Candidate <i>does not</i>		
		evaluate and	evaluate and	instruction that to	plan, evaluate <i>nor</i>		
		strengthen instruction	strengthen instruction	promote continuous	strengthen instruction		
		that will promote	that will promote	intellectual	that will promote		
		continuous	continuous	development of each	continuous		
		intellectual, social,	intellectual, social, or	student.	intellectual, social,		
		emotional, and	emotional, and	stadent.	emotional, and		
		physical development	physical development		physical development		
		of each student.	of each student.		of each student.		
	Disposition:	Exemplary	Acceptable	Marginal	Unacceptable		
	Disposition.	performance is	performance is	performance is	performance is		
	DELL CE 4.2						
	PEU-CF- 4.3	evidenced by the	evidenced by the	evidenced by the	evidenced by the		
		candidate's ability to	candidate's ability to	candidate's ability to	candidate's inability		
		value critical thinking	value critical thinking	value critical thinking	to value critical		
		and self-directed	and self-directed	and self-directed	thinking and self-		
		learning as habits of	learning as habits of	learning as habits of	directed learning as		
		mind. Candidate	mind. Candidate	mind. Candidate	habits of mind.		
		understands and	understands and	understands and	Candidate does not		
		values effective	values effective	values effective	understand <i>nor</i> value		
		problem solving	problem solving	problem solving	effective problem		
		strategies to plan,	strategies to plan,	strategies to plan,	solving strategies to		
		evaluate and	evaluate and	evaluate and	plan, evaluate and		
		strengthen instruction	strengthen instruction	strengthen instruction	strengthen instruction		
		that will promote	that will promote	that will promote	that will promote		
		continuous	continuous	continuous	continuous		
		intellectual, social,	intellectual, or social,	intellectual	intellectual, social,		

		emotional, and	emotional, and	development of each	emotional, and		
		physical development	physical development	student.	physical development		
		of each student.	of each student.		of each student.		
	Knowledge:	Exemplary	Acceptable	Marginal	acceptable		
		performance is	performance is	performance is	rformance is evidenced		
	PEU-CF- 4.1, 4.4	evidenced by the	evidenced by the	evidenced by the	the candidate's		
		candidate knowing	candidate knowing	candidate knowing	bility to know and		
		and understanding a	and understanding a	and understanding a	derstand a variety of		
		variety of	variety of	variety of	tructional/ professional		
		instructional/	instructional/		ategies to encourage		
		professional strategies	professional strategies		dents' development of		
		to encourage	to encourage	to encourage	tical thinking and		
		students'	students'	students'	rformance. Candidate		
		development of	development of	development of	es not know about		
		critical thinking and	critical thinking and		ective problem solving		
		performance.	performance and		ategies to plan,		
		Candidate knows	knowing effective	Candidate knows	aluate and strengthen		
		effective problem	problem solving	about effective	truction that promote		
		solving strategies to	strategies to plan,	problem solving	ntinuous intellectual,		
		plan, evaluate and	evaluate and	strategies to plan,	cial, emotional, and		
		strengthen instruction	strengthen instruction		ysical development of		
		that promote	that promote		ch student. Candidate		
		continuous	continuous	that promote	es not know how to		
		intellectual, social,	intellectual, social,	continuous	quire performance		
			emotional, and		sessment techniques		
		emotional, and	physical development				
		physical development	1 2 2		d strategies that		
		of each student.	of each student.	student.	asure higher order		
		Candidate knows how	Candidate knows how		nking skills of the		
		to acquire	to acquire		dent.		
		performance	performance				
		assessment	assessment				
		techniques and	techniques or				
		strategies that	strategies that				
		measure higher order	measure higher order				
		thinking skills of the	thinking skills of the				
		student.	student.				
			Theme: Pro	fessionalism			
Professionalism		Favorable	Acceptable	Marginal	Unacceptable	Rating	Artifact(s)
	Skill:	Exemplary	Acceptable	Marginal	Unacceptable		
		performance is	performance is	performance is	performance is		
	PEU-CF-5.2, 5.4, 5.5,	evidenced by	evidenced by	evidenced by the	evidenced by the		
	5.6	candidate's	candidate's	candidate's	candidate's inability		
		knowledge of the	knowledge of the	knowledge of the	to know the content,		
		content, and how	content, and how	content, and how	and how major		
		major concepts,	major concepts,	major concepts are	concepts, principles,		
		principles, theories	principles <i>or</i> theories	related to learning	theories and research		
		and research are	and research are	and the development	are related to learning		
		related to learning	related to learning	of children.	and the development		
		and the development	and the development		of children.		
		of children.	of children.				
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	Disposition:	Exemplary	Acceptable	Marginal	Unacceptable		
		performance is	performance is	performance is	performance is		
	PEU-CF-5.3	evidenced by the	evidenced by the	evidenced by the	evidenced by the		
	PEU-CF-5.7	candidate's use of	candidate's use of	candidate's use of	candidate's inability		
		appropriate pedagogy,	appropriate pedagogy,	appropriate pedagogy,	to use appropriate		
		major concepts,	major concepts,	major concepts,	pedagogy, major		
		principles, theories	principles, theories	principles, theories	concepts, principles,		
		and research related	and research related	and research related	theories and research		
		to the development of	to the development of	to the development of	related to the		
		learning; candidate	learning; candidate	learning; candidate	development of		
		uses effective verbal	uses effective verbal	uses effective verbal	learning; candidate		
		and non-verbal	and non-verbal	or non-verbal	does not use effective		
		communication	communication	communication	verbal and non-verbal		
		techniques to foster	techniques to foster	techniques to foster	communication		
		valuable interaction in	valuable interaction in	valuable interaction in	techniques to foster		
		the classroom;	the classroom;	the classroom.	valuable interaction in		
		candidate can	candidate can		the classroom nor		
		construct learning	construct learning		construct learning		
		opportunities that	opportunities that		opportunities that		
		support student	support student		support student		
		development and	development and		development and		
		acquisition of	acquisition of		acquisition of		
		knowledge and	knowledge.		knowledge and		
		motivation.			motivation.		
	Knowledge:	Exemplary	Acceptable	Marginal	Unacceptable		
		performance is	performance is	performance is	performance is		
	PEU-CF-5.1 – 5.4	evidenced by the	evidenced by the	evidenced by the	evidenced by the		
		candidate's	candidate's	candidate's	candidate's <i>inability</i>		
		commitment to	commitment to	commitment to	to demonstrate		
		professional growth	professional growth	professional growth	commitment to		
		and development. The	and development. The	and development.	professional growth		
		candidate also	candidate also	and development.	and development. The		
					candidate <i>does not</i>		
		displays appropriate	displays appropriate				
		code of conduct	code of conduct		display appropriate		
		including dress,	including dress and		code of conduct		
		language and	language.		including dress,		
		respectful behavior.			language and		
					respectful behavior.		
Urban/Rural	1	Favorable	Acceptable Theme: Urban/	Rural Education Marginal	Unacceptable	Rating	Artifact(s)
Education		1 avoidoic	Посершою	1viai giliai	опассерание	Raung	7111140((3)
Eudcation	Skill:	Evamplany	Aggantable	Marginal	Unaccentable		
	SKIII:	Exemplary	Acceptable	Marginal	Unacceptable		
	DELL CE C 1	performance is	performance is	performance is	performance is		
	PEU-CF-6.1	evidenced by the	evidenced by the	evidenced by the	evidenced by the		
	PEU-CF 6.2	candidate being able	candidate being able	candidate being able	candidate's inability		
	PEU-CF-6.4	to work is school	to work is school	to work is school	to work in school		
		settings with varied	settings with varied	settings with varied	settings with varied		
		levels of resources,	levels of resources,	levels of resources,	levels of resources,		
						•	
		that focus on rural/urban context					

with opportunities and challenges that these environments provide. Candidate can communicate effectively with students, parents and the community. The candidate can also create and maintain a positive learning environment in which students are actively engaged in learning, social interaction, and self-motivation. Disposition: Exemplary performance is evidenced by the candidate being able to work in school settings that focus on the rural/urban context with opportunities and challenges that these environments provide. Candidate these environments provide. Candidate can communicate effectively with students, parents and the community. The candidate can also create and maintain a positive learning environment in which students are actively engaged in learning, social interaction, and cooperative learning. Disposition: Exemplary performance is evidenced by the candidate being able to work in school settings that focus on the rural/urban context with opportunities and challenges that these environments provide. Candidate does not effectively with students, parents and the community. The candidate is able to create and maintain a positive learning environment in which students are actively engaged in learning, social interaction, and cooperative learning. Acceptable performance is evidenced by the candidate being able to work in school settings that focus on the rural/urban context with opportunities and challenges that these environments provide. Candidate daes not effectively with students, parents and the community. The candidate is able to create and maintain a positive learning environment in which students are actively engaged in learning, social interaction, and cooperative learning. BEVEU-CF-6.2 Disposition: Exemplary performance is evidenced by the candidate being able to work in school settings that focus on the rural/urban context with opportunities and challenges that these environments effectively with students, parents and the community. The candidate is able to create and maintain a positive le
these environments provide. Candidate can communicate effectively with students, parents and the community. The candidate can also create and maintain a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation. Disposition: Disposition
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