

Educational Leadership
Master's Program Folio Assessment

Department: Educational Leadership & Human Services Name of Candidate: _____

Date: _____ FAMU Student ID #: _____

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

		comfortable environment in which all students can learn.	classroom environment.		comfortable environment in which all students can learn.		
Theme: Technology							
Technology		Favorable	Acceptable	Marginal	Unacceptable	Rating	Artifact(s)
	Skill: PEU-CF-2.1 PEU-CF-2.2 PEU-CF-2.5 PEU-CF-2.6 PEU-CF-2.7	Exemplary performance is evidenced by the candidate's ability to use fundamental concepts in technology, facilitate students' access and use of technology; candidate can also use available technology and software to support student learning and to manage, evaluate and improve instruction.	Acceptable performance is evidenced by the candidate's ability to use fundamental concepts in technology, facilitate students' access and use of technology; candidate can also use available technology and software to support student learning.	Marginal performance is evidenced by the candidate's ability to use fundamental concepts in technology, facilitate students' access and use of technology; candidate can also use available technology and software.	Unacceptable performance is evidenced by the candidate's <i>inability</i> to use fundamental concepts in technology, facilitate students' access and use of technology; candidate <i>does not</i> use available technology and software to support student learning and to manage, evaluate and improve instruction.		
	Disposition: PEU-CF-2.6	Exemplary performance is evidenced by the candidate facilitating access to technology for students. Candidate can also demonstrate that communication is sensitive to gender and cultural differences (e.g., <i>appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of and responsiveness to different modes of communication and participation</i>).	Acceptable performance is evidenced by the candidate facilitating access to technology for students. Candidate can also demonstrate that communication is sensitive to gender and cultural differences (e.g., <i>appropriate use of eye contact, interpretation of body language and verbal statements</i>).	Marginal performance is evidenced by the candidate facilitating access to technology for students. Candidate can also demonstrate that communication is sensitive to gender and cultural differences (e.g., <i>appropriate use of eye contact</i>).	Unacceptable performance is evidenced by the candidate's <i>inability</i> to facilitate access to technology for students. Candidate <i>does not</i> demonstrate that communication is sensitive to gender and cultural differences (e.g., <i>appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of and responsiveness to different modes of communication and participation</i>).		
	Knowledge: PEU-CF-2.3 PEU-CF-2.4	Exemplary performance is evidenced by the candidate demonstrating that she/he knows and	Acceptable performance is evidenced by the candidate demonstrating that she/he knows and	Marginal performance is evidenced by the candidate demonstrating that she/he knows and	Unacceptable performance is evidenced by the candidate's <i>inability</i> to demonstrate that 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.		
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 <i>or</i> 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 <i>or</i> perspectives, commitment to individual excellence <i>or</i> recognizing the importance of peer relationships in establishing a climate for learning.	Unacceptable performance is evidenced by the candidate's <i>inability to</i> 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 students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.	understanding of how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family <i>or</i> community values.	understanding how students' learning is influenced by individual experiences, talents, <i>or</i> prior learning, as well as language, culture, and family values.	to demonstrate an understanding of how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family or community values.		

Theme: Critical Thinking

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

		emotional, and physical development of each student.	emotional, and physical development of each student.	development of each student.	emotional, and physical development of each student.		
	Knowledge: PEU-CF- 4.1, 4.4	Exemplary performance is evidenced by the candidate knowing and understanding a variety of instructional/ professional strategies to encourage students' development of critical thinking and performance. Candidate knows effective problem solving strategies to plan, evaluate and strengthen instruction that promote continuous intellectual, social, emotional, and physical development of each student. Candidate knows how to acquire performance assessment techniques and strategies that measure higher order thinking skills of the student.	Acceptable performance is evidenced by the candidate knowing and understanding a variety of instructional/ professional strategies to encourage students' development of critical thinking and performance and knowing effective problem solving strategies to plan, evaluate and strengthen instruction that promote continuous intellectual, social, emotional, and physical development of each student. Candidate knows how to acquire performance assessment techniques <i>or</i> strategies that measure higher order thinking skills of the student.	Marginal performance is evidenced by the candidate knowing and understanding a variety of instructional/ professional strategies to encourage students' development of critical thinking and performance. Candidate knows about effective problem solving strategies to plan, evaluate and strengthen instruction that promote continuous intellectual and social development of each student.	acceptable performance is evidenced the candidate's ability to know and understand a variety of instructional/ professional strategies to encourage students' development of critical thinking and performance. Candidate <i>does not</i> know about effective problem solving strategies to plan, evaluate and strengthen instruction that promote continuous intellectual, social, emotional, and physical development of each student. Candidate <i>does not</i> know how to acquire performance assessment techniques and strategies that measure higher order thinking skills of the student.		

Theme: Professionalism

Professionalism		Favorable	Acceptable	Marginal	Unacceptable	Rating	Artifact(s)
	Skill: PEU-CF-5.2, 5.4, 5.5, 5.6	Exemplary performance is evidenced by candidate's knowledge of the content, and how major concepts, principles, theories and research are related to learning and the development of children.	Acceptable performance is evidenced by candidate's knowledge of the content, and how major concepts, principles <i>or</i> theories and research are related to learning and the development of children.	Marginal performance is evidenced by the candidate's knowledge of the content, and how major concepts are related to learning and the development of children.	Unacceptable performance is evidenced by the candidate's <i>inability</i> to know the content, and how major concepts, principles, theories and research are related to learning and the development of children.		

	Disposition: PEU-CF-5.3 PEU-CF-5.7	Exemplary performance is evidenced by the candidate's use of appropriate pedagogy, major concepts, principles, theories and research related to the development of learning; candidate uses effective verbal and non-verbal communication techniques to foster valuable interaction in the classroom; candidate can construct learning opportunities that support student development and acquisition of knowledge and motivation.	Acceptable performance is evidenced by the candidate's use of appropriate pedagogy, major concepts, principles, theories and research related to the development of learning; candidate uses effective verbal and non-verbal communication techniques to foster valuable interaction in the classroom; candidate can construct learning opportunities that support student development and acquisition of knowledge.	Marginal performance is evidenced by the candidate's use of appropriate pedagogy, major concepts, principles, theories and research related to the development of learning; candidate uses effective verbal <i>or</i> non-verbal communication techniques to foster valuable interaction in the classroom.	Unacceptable performance is evidenced by the candidate's <i>inability</i> to use appropriate pedagogy, major concepts, principles, theories and research related to the development of learning; candidate <i>does not</i> use effective verbal and non-verbal communication techniques to foster valuable interaction in the classroom <i>nor</i> construct learning opportunities that support student development and acquisition of knowledge and motivation.		
	Knowledge: PEU-CF-5.1 – 5.4	Exemplary performance is evidenced by the candidate's commitment to professional growth and development. The candidate also displays appropriate code of conduct including dress, language and respectful behavior.	Acceptable performance is evidenced by the candidate's commitment to professional growth and development. The candidate also displays appropriate code of conduct including dress and language.	Marginal performance is evidenced by the candidate's commitment to professional growth and development.	Unacceptable performance is evidenced by the candidate's <i>inability</i> to demonstrate commitment to professional growth and development. The candidate <i>does not</i> display appropriate code of conduct including dress, language and respectful behavior.		

Theme: Urban/Rural Education

Urban/Rural Education		Favorable	Acceptable	Marginal	Unacceptable	Rating	Artifact(s)
	Skill: PEU-CF-6.1 PEU-CF 6.2 PEU-CF-6.4	Exemplary performance is evidenced by the candidate being able to work in school settings with varied levels of resources, that focus on rural/urban context	Acceptable performance is evidenced by the candidate being able to work in school settings with varied levels of resources, that focus on rural/urban context	Marginal performance is evidenced by the candidate being able to work in school settings with varied levels of resources, that focus on rural/urban context	Unacceptable performance is evidenced by the candidate's <i>inability</i> to work in school settings with varied 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, cooperative learning, and self-motivation.	with opportunities and challenges that these environments provide. Candidate can communicate 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.	with opportunities and challenges that these environments provide. Candidate can communicate effectively with students, parents and the community.	with opportunities and challenges that these environments provide. Candidate <i>does not</i> communicate effectively with students, parents and the community <i>nor</i> create and maintain a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.		
	Disposition: PEU-CF-6 .2	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. The candidate also understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The candidate also understands that she/he will need a variety of techniques and work to increase his/her knowledge and skills.	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. The candidate also understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes <i>or</i> understands that she/he will need a variety of techniques and work to increase his/her knowledge and skills.	Marginal performance candidate being able to work in school settings that focus on the rural/urban context with opportunities and challenges that these environments provide. The candidate also understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes.	Unacceptable performance is evidenced by the candidate <i>not</i> being able to work in school settings that focus on the rural/urban context with opportunities and challenges that these environments provide. The candidate <i>does not</i> understand the importance of setting up effective learning environments <i>nor</i> have the techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The candidate <i>does not</i> understand that she/he will need a variety of techniques and work to increase his/her knowledge and skills.		
	Knowledge: PEU-CF-6.3	Exemplary performance is evidenced by the	Acceptable performance is evidenced by the	Marginal performance is evidenced by the	Unacceptable performance is evidenced by the		

		<p>candidate's knowledge of the plight of both rural and urban students and how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.</p>	<p>candidate's knowledge of the plight of both rural and urban students and how factors in the students' environment outside of school (e.g. family circumstances, community environments, <i>health or economic conditions</i>) may influence students' life and learning.</p>	<p>candidate's knowledge of the plight of both rural and urban students and how factors in the students' environment outside of school (<i>e.g. family circumstances</i>) may influence students' life and learning.</p>	<p>candidate's <i>inability</i> to know the plight of both rural and urban students and how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.</p>		
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