***Principal Certification Program Candidate Evaluation***

Candidate’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

The principal candidate will be evaluated by 2 -3 professors from the Department of Organization & School Leadership during a 30-minute admission process that consists of two assessments:

* ***Personal Interview*** **(10 minutes)** – The interview consists of 7 – 10 questions that delve into what you believe are important aspects of leadership, what leadership activities you have accomplished in the past, and what evidence you can provide to support these accomplishments.
* ***PowerPoint Presentation* (15 minutes)** - Choose one of the following three prompts and create a PowerPoint presentation (8-10 slides):
* How you use student performance data in your classroom or school-wide to improve student academic achievement?

**Or**

* How would you bring about change in a school to improve student academic achievement? How would you use professional development for teachers (staff) and learning activities for students to help initiate the change process t?

**Or**

* How do you address the cultural diversity of students within your classroom?

# *Question/Answer Session* (5 minutes) – After the interview and powerpoint presentation and only for purposes of clarity, the committee may ask you questions related to your interview and presentation. The committee will ask you:

1. Is there anything you would like to share with the committee that you believe is important to point out that was not evident in your interview or presentation?
2. Do you have any questions for the committee?

After your responses to these two questions, the evaluation will be concluded.

***Rubric for PowerPoint Presentation***

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|  | **0 – Not Evident** | **1 – Somewhat Evident** | **2 – Mostly Evident** | **3 – Evident** | **4 – Very Evident** |
| 1. Organization of Presentation | No organization or sequence of components. | Presentation has some organization of information/ideas; some components are out of sequence or seem random or extraneous; most components lack elaboration | Presentation has some organization of information/ideas;  Sequence of components is adequate; some components lack elaboration | Considerable organization of information/ideas; Sequence of components provides smooth presentation; elaboration leaves no gaps in observers’ understanding of presentation | Excellent organization of information/ideas; presentation enhances interviewers’ understanding of presenters’ ideas and purpose of presentation; the sequence of components in presentation creatively enhances content. |
| 2. Clarity of Information | Applicant’s work lacks clarity. | The purpose of the applicant’s work is vague, not well-defined. Central ideas are not focused on supporting the purpose. Thoughts appear disconnected. | The purpose of the applicant’s work is identified. Ideas are focused in a way that supports the purpose. | The purpose of the applicant’s work is clear; ideas are almost always focused on supporting the purpose. Relevant details elaborate on the applicant’s ideas. | The purpose of the applicant’s work is clear; supporting ideas are always well-focused. Details are relevant; vocabulary is at a high level; technical vocabulary is used |
| 3. Presentation of data, **or/** change initiative**, or/** methods of promoting diversity support student improvement. | No data provided | Evidence that the  the student has mastered the improvement strategy is unconvincing, or  incomplete.  One form of data provided; no explanation of how the data were used | Evidence that the  student has mastered the improvement strategy/ies is provided, but with minor inadequacies.  One form of data provided; partial explanation of how the data, or/ change intiative, or/ promoting diversity were used for student improvement | Evidence shows that the student has generally  attained improvement with the strategy/ies presented.  One form of data provided; elaborate explanation of how the data, or/ change intiative, or/ promoting diversity were used | Evidence demonstrates that  the student has mastered improvement strategy/ies at a consistently high level.  More than one form of data provided; elaborate explanation of how all data, or/ change intiative, or/ promoting diversity were used |
| 4. Significant contribution to school improvement. | No significant contribution to school improvement was stated. | Significant contribution was provided, but was poorly described. | Significant contribution was stated with at least one detail. | Significant contribution was stated with various details and with relevance of the activity to school improvement | Significant contribution was clearly stated with various supporting details; relevance of the activity to school improvement was explained;  Student connected theory/content learned in coursework to school improvement contribution effort |

Powerpoint Presentation Score: \_\_\_\_\_\_

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| Final Interview Score: \_\_\_\_\_  Final Presentation Score: \_\_\_\_\_  Total points for the two assessments: \_\_\_\_\_\_\_ ***{Minimum points required for admission: 25}***  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Faculty Member Signature Date**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Faculty Member Printed Name** |