

**Southern Oregon University
CAL Program
Quarterly Proficiency Assessment**

Student _____

School _____

Mentor _____

Practicum focus _____

University Faculty _____

Date _____

NCATE Standards (align with OAR 584-17-0261, effective 1/1/2006)		
(1): Visionary Leadership: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.		
	Rating	Comments about activities
(a) Develop a vision		
(b) Articulate a vision		
(c) Implement a vision		
(d) Steward a vision		
(e) Promote community involvement in the vision		
(2) Instructional Improvement: Candidates who complete the program are educational leaders who have the knowledge ability, and cultural competence to improve learning and achievement to ensure success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.		
(a) Promote positive school culture		
(b) Provide effective instructional program		
(c) Apply best practice to student learning		
(d) Design comprehensive professional growth plans		

See attached for additional comments

**Southern Oregon University
CAL Program
Quarterly Proficiency Assessment**

(3) Effective Management: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.		
	Rating	Comments about activities
(a) Manage the organization		
(b) Manage operations		
(c) Manage resources		
(4) Inclusive Practice: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.		
(a) Collaborate with families and other community members		
(b) Respond to community interests and needs		
(c) Mobilize community resources		
(5) Ethical Leadership: Candidates who complete the program are educational leaders who have the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by acting with integrity, fairly, and in an ethical manner.		
(a) Acts with integrity		
(b) Acts fairly		
(c) Acts ethically		
(6) Socio-Political Context Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.		
(a) Understand the larger context		
(b) Respond to the larger context		
(c) Influence the larger context		

See attached for additional comments

PROFICIENCY RATINGS

Based on the stages of professional growth, the CAL Candidates will be rated in each proficiency areas as one of the following:

Emerging

The indicators are either not observed or are seldom seen. Performance is inconsistent or Candidate may not have had adequate opportunity to apply the proficiency.

Developing

The indicators are occasionally applied. Performance may be inconsistent, but potential is evident. Candidate sometimes reflects upon administrative practices.

Competent

The indicators are usually applied. Candidate generally integrates skills and knowledge; some weaknesses observed but do not distract from overall quality. Candidate exams practice most of the time.

Proficient

The indicators are applied consistently in most areas. Candidate integrates skills and knowledge into cohesive whole. Minor weaknesses do not distract from overall quality. Candidate critically examines practice most of the time.

Accomplished

The indicators are applied consistently across all content and skill areas. Candidate integrates skills and knowledge into cohesive whole. Few, if any, weaknesses are apparent. Overall quality is very high and Candidate exams practice and integrates it into his or her administrative leadership.