C. Retention

Assessment and evaluation of each cohort member enrolled in the Iowa Principal Leadership Academy is designed to meet Iowa code (281-79.17 (256)[2]). Multiple assessment and evaluation strategies are used to determine the progress of each cohort member in the development of the knowledge, skills, and dispositions identified in the <ISSL Standards>. The strategies used are based on research and best practice. In a review of current literature concerning assessment and assessment practices in innovative principal training programs, there was agreement on the types of assessment and evaluations that most likely produce desired results.

Researchers found that the more authentic the assessment, the higher the correlation for determining that the information has been learned and can be applied. In a paper prepared for the National Commission for the Advancement of Educational Leadership Preparation, *Exemplary and Innovative Programs in Educational Leadership* (Jackson and Kelley 2002), the assessments used by the six institutions identified as having promising leadership programs included the following:

> (1) Development of a leadership platform statement to synthesize program experiences,
> (2) Capstone Portfolio,
> (3) Tier 1 (Toolbox tasks) and Tier 2 Portfolios (reflective & collaborative)portfolio,
> (4) Four individual candidate interviews on site,
> (5) ISLLC-based portfolio evaluated by director for each standard,
> (6) Group assessment of research projects,
> (7) Individual competencies assessed by leadership performance assessment.
> (8) Summative general expectations per standard
> The Iowa Principal Leadership Academy uses modifications of five of these eight types of assessments.

The Iowa Principal Leadership Academy firmly believes cohort members need to function from a theoretical research base and knowledge of best practices so they can develop the kinds of conditions that provide the desired results.

Purpose of Assessment and Evaluation: The primary purpose of assessment and evaluation strategies used in the IPLA program is to help each cohort member to become a reflective practitioner who understands his or her strengths and weaknesses, and knows how to continuously improve performance in the criteria identified in the ISSL Standards. The IPLA mission is to "certify aspiring PK-12 principals through *professional* and *personal* leadership development in order to serve schools where all students achieve at high levels." In order to accomplish this mission, the IPLA Advisory Council designed the assessments and evaluation to ensure the mission is accomplished. Therefore, both professional and personal leadership development for each cohort member is assessed and evaluated through a blend of performance-based and objective measures that verify the variety of performances needed for a principal to succeed in improving achievement for all students.

Pre-Candidate Assessment Process: Candidates are expected to complete a self-assessment of their current skills based on the ISSL Standards.

Checkpoint Assessment Process: Checkpoints are established throughout the delivery of the program to determine proficiency at delivering quality work. Checkpoint 1: Pre-assessment Interview and completion of self-assessment; Checkpoint 2: Review of portfolio, logs, rubrics and observations after completion of the first problem-based learning theme with the Cohort Director and Program Director, if necessary. If the work has not been completed at the proficient level (4 or 5 on the Rubric) a determination will be made if the candidate will be allowed to continue in the program. Subsequent reviews will be made by the Cohort Director after each problem-based learning theme is completed. All work must be completed at the established high proficiency level. Candidates will be given the opportunity to continue to work to reach the proficiency level within a time allotted by the Cohort Director and agreed upon by the Program Director. At any checkpoint, candidates may be exited from the program for demonstration of continuous work that does not reach the required level. The Cohort Director is responsible for making the recommendation with final approval from the Program Director. Candidates will have the opportunity to appear before the Program Director or to submit in writing a request for a hearing with the Program Director to review the decision.

Final Assessment Process: The final assessment includes a review of the Standard work to the Cohort. This final assessment will determine recommendation for principal licensure.