

TCU College of Education
EDLE Tier I Midpoint Assessment
Requirement and Guidelines

What: To provide timely and constructive formative feedback to students pursuing the M.Ed. in Educational Leadership degree and principal certification at TCU.

When: Students are eligible to participate in the assessment after completing 12-15 hours of required Tier I coursework. Eligible students should complete the “Request for Tier I Assessment” form and work with their advisor to schedule a time and date convenient for the student and the faculty panel. The midpoint assessment **must** be completed before the student achieves 21 hours of program coursework.

Process and products: Students participating in the Tier I assessment are required to provide two artifacts along with the “Request for Tier I Assessment” at the assessment time/date. On the scheduled assessment date, the student completes the oral portion, which takes the form of a presentation. The artifacts and presentation are described below. Participants are reminded that the general purpose of these artifacts and presentation are to give the student the opportunity to demonstrate exceptional oral and written communication skills in a way that links reflective practice with coursework and professional standards.

- **Artifact one** consists of a written discussion of the student’s developing self-awareness of individual strengths and weaknesses, tied to the professional literature and coursework. The discussion should include reflection of the impact of their personal growth and development on their schools and their school leadership praxis (Suggested length of discussion is 500-750 words).
- **Artifact two** should be a piece of work from one of the Tier I courses completed by the student. This artifact should be a piece of work completed as a solo venture (no group project products). This artifact should demonstrate exceptional written communication skills. The artifact should also evidence the student’s ability to link coursework, personal/professional goals, and the principal standards. It is permissible for students to edit an assignment beyond what was considered “final” for the purposes of the course.
- The **oral portion of the assessment** will take place with a panel of professors (one of whom is the student’s academic advisor). Within the context of the oral presentation, the student should describe personal/professional growth and achievement to this point in the program, noting links to professional literature, coursework, and standards where appropriate. The student should also discuss academic, professional, and personal goals for the future, and outline a plan for achieving these goals based on deep, extensive reflection. It would also be appropriate for the student to address his/her vision for leadership.

This portion of the assessment is limited to 15 minutes, and may be accompanied by visuals; the oral presentation will be followed by a question and answer session. The overall rating, agreed upon by panel consensus, will be one the following: outstanding, good, satisfactory, or unsatisfactory. Students will receive a written summary of feedback on the oral presentation as well on the written submissions, and a copy will be placed to the student's program file.

A student who does not successfully complete the qualifying assessment (receives a rating of unsatisfactory) may remain enrolled in the program for the following term. At the conclusion of the term, the student may re-take the assessment. If the student fails the assessment for a second time, he/she may not enroll for classes again until the assessment is completed successfully. In this event, students will not be allowed to re-take until the next general midpoint assessment is offered.