

EDUCATIONAL LEADERSHIP

IUS SCHOOL OF EDUCATION

PORTFOLIO MANUAL

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Creating and presenting a professional portfolio provides a way, a time, and a place for prospective administrators to showcase their communication and presentations skills. It also highlights what a candidate can do to ensure that a school continuously improves and what the candidate will do as a leader that will make a difference. A well-developed portfolio should represent the substance and accountability exemplified by the person to whom it belongs.

Being an administrator means that one is automatically accountable for student achievement. Developing and presenting a professional portfolio of one's performances in the Educational Leadership program is an ongoing, self-assessing process which, in combination with evaluations, reveals the depth, breadth, and impact of one's efforts in acquiring the knowledge, skills and dispositions necessary to lead schools.

The process itself makes the candidate pay the greatest attention to the responsibilities of the assignment, how to learn from what is assigned, and how to apply expertise to make a positive difference as an educational leader. The professional portfolio development process is not only a vehicle for growth, but also a method for organizing, reviewing, assessing and "reflecting" on a candidate's work.

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IUS Educational Leadership Portfolio Template

- I. Table of Contents
- II. Introduction
 - a. The candidate reflects upon his/her ability to work effectively with other members of a teaching team, colleagues, students, parents and a diverse community.
 - b. The candidate reflects upon and discusses his/her strengths and areas of improvement/career goals for ongoing and life-long learning.
 - c. The candidate includes a current resume.
- III. Letter to the Reader
 - a. The candidate explains the his/her philosophy of education and philosophy of leadership
 - b. The candidate explains why a portfolio is an important part of the Educational Leadership program.
- IV. Portfolio Mechanics
 - a. The Portfolio is organized professionally.
 - b. The Letter to the Reader and the narratives are clear and concise.
 - c. The Portfolio is free of mechanical & grammatical errors.
 - d. The IPSB/IUS/ISLLC Standards are properly documented.
- V. Standards Documentation (IUS/IPSB/ISLLC Standards 1-6)

Standard 1: An education leader promotes the success of every student by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.**

Standard 2: An education leader promotes the success of every student **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

Standard 3: An education leader promotes the success of every student by **ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.**

Standard 4: An education leader promotes the success of every student by **collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Standard 5: An education leader promotes the success of every student by **acting with integrity, fairness, and an ethical manner.**

Standard 6: An education leader promotes the success of every student by **understanding, responding to, and influencing the political, social, economic, legal, and cultural context.**
- VI. Reflective Portfolio Paper

Educational Leadership Portfolio Artifact Checklist

Column 1. Circle the course with the date in which the course was taken. Artifacts for courses taken before 6/24/01 and after 08/01/07 will be entered differently in the first column.

Courses completed before 6/24/01 did not have required artifacts. Candidates taking a course before that date must do the following:

- Request a waiver for the course to count toward the license. If the course was not standards based then it can't be counted.
- Indicate in the blank spaces in the Artifact Checklist what evidence is being submitted to demonstrate competence related to the outcomes of the course.
- Include with each item your rationale related to explain how it addresses the standards and outcomes for the course. Current syllabi may be obtained from the course instructor through the program coordinator.

Courses taken after 08/01/07 had required artifacts that were modified each semester based upon the revised ISLLC standards. Candidates must refer to the syllabus for each course to determine what artifacts should be listed. All syllabi mark the required artifacts.

Column 2. Indicate under which standards you placed the entire artifact. A copy of the page with the quality rating must also be placed under each standard identified under “description and standard(s) addressed”.

Column 3. This column describes each artifact and lists the standard(s) that were addressed by the artifact. Blank spaces are to be used to identify artifacts being submitted for waived coursework.

Column 4. Quality ratings should marked by the instructor be on each artifact. 0, 1, 2, or 3 were used through Fall 2003. P, B, and U were used after that time. There are no quality ratings for A695 artifacts.

Course & Date of Requirements	Standard where entire artifact is placed	Description and Standard(s) Addressed (“R” Denotes Reflection Involved)	Quality Rating
A500 Before 6/24/01			
A500 After 6/24/01		Group simulation project/develop a school vision and learning goals (1)	
		Knowledge of fundamental Educational Leadership/Leadership Paper (1) (R)	
		Shadow Experience/Interview/Reflective Paper (1, 3, & 6) (R)	
A500 After 8/01/07			

A510 Before 6/24/01			
A510 After 6/24/01		Use of effective communication skills to impart vision to stakeholder; 2 writing on demand activities (1)	
		School climate audit (2)	
		Operation of safety plan, equipment and support systems/critique (3)	
		Community Resources/External Publics Roster (4)	
		Speech presentation for Community Organization on "What's Right with our Schools!" (6)	
		Political Power Structure of a School (5 & 6) (R)	
A510 After Fall/06		Use of effective communication skills to impart vision to stakeholder; 2 writing on demand activities (1)	
		School climate audit (2)	
		Operation of safety plan, equipment and support systems/critique (3)	
		Community Resources/External Publics Roster (4)	
		Speech presentation for Community Organization on "What's Right with our Schools!" (6)	
		Political Power Structure of a School (5 & 6) (R)	
		Interview of Elected Official (6) (R)	
A510 After 8/01/07			
A608 Before 6/24/01			

A608 After 6/24/01		Tools to identify barriers to student learning—10 practice problems (2 & 5)	
		Collective Bargaining contractual agreement critique (3)	
		Using legal systems to protect all rights—3 Awareness Document critiques (6)	
		Ensure schools work within legal framework—final exam (6)	
		Culture Conversations exercise/multicultural reading brief (8)	
A608 After Summer/03		Tools to identify barriers to student learning—8 practice problems (3, 5, & 8)	
		Using legal systems to protect all rights—3 Awareness Document critiques including Master Contract (3, 5, & 6)	
		Ensure schools work within legal framework—final exam (6)	
		Culture Conversation exercise on Supreme Court case(s) related to culture clashes (5, 6, & 8)	
A608 After Summer/06		Tools to identify barriers to students' rights and learning—5 practice problems (3, 5, 6 & 8); to teachers' rights—1 practice problem (3, 5, 6, & 8)	
		Reducing tort liability and ensuring school safety—Tort Walk (3 & 6)	
		Using tools to implement and communicate policies and procedures—Awareness Documents on policy and handbooks (3, 5 & 6)	
		Culture Conversation exercise on Supreme Court case related to a culture clash (5, 6, & 8) (R)	
		Ensure schools work within legal framework—final exam (6)	
		Use of technology to explain the rights of individuals with disabilities—Power Point on ADA, 504 and IDEA (3, 6, & 7)	
A608 After 8/01/07			

A653, A625, A627 Before 6/24/01			
A653, A625, A627 After 6/24/01		Creation of a vision/mission strategic plan/writing goal action plan (1)	
		Promotion of adult learning and professional development. Motivation and change process activity (2)	
		Multicultural reading brief (8)	
A653 or A625/A627 After Summer/04		Create a schedule, describe process used, and reflection (2, 3, & 5) (R)	
		Create an interview process and design interview questions providing rationale for both (3, 5, & 7) (R)	
		Use data and then describe three actions that should be taken at a school to provide leadership for diversity (4, 5, & 8) (R)	
A653 or A625/A627 After Summer/07		Scheduling project including field work, research, collaboration, critical friends discussions, and reflection (2, 3, & 5) (R)	
		Create an interview process and design interview questions providing rationale for both (3, 5, & 7) (R)	
		Use data and then describe three actions that should be taken at a school to provide leadership for diversity (4, 5, & 8) (R)	
		Safe Schools Project including data collection, collaboration, and reflection (3 & 5) (R)	
A653 or A625/A627 After 8/01/07			
A638 or E536/S655 Before 6/24/01			

A638 or E536/S655 After 6/24/01		Institutional data used to develop school vision and goals/Data Flow Chart/Venn Diagram activity (1)	
		Knowledge that curriculum decisions based on research, etc., and community input/critique of school improvement plans (2)	
		Principles of effective instruction/Clinical Supervision Project (2)	
		Gender issue discussion regarding supervision/reflection page (8)	
		Shadow experience/Interview-Reflective Paper (1-8)	
A638 or E536/S655 After Fall/2003		Clinical Supervision Project (2) (R)	
		Staff Development Project (2) (R)	
		Diversity and Instructional Leadership Reflection (2 & 8) (R)	
		School Improvement Plan (CSIP or PL221)/School Change Project (1,2,3,4, & 6)	
A638 or E536/S655 After 8/01/07			
A635 Before 6/24/01			
A635 After 6/24/01		Management of fiscal resources. Mock budget plan (3)	
		Public resources & funds are used legally and appropriately. School district/corporation accounting worksheets (4 & 5)	
		Analysis of spending for minority, low SES, and special needs students (8)	
A635 After Spring 2007		Management of fiscal resources. Mock budget plan and presentation (3)	
		Public resources & funds are used legally and appropriately. School district/corporation accounting worksheets or practice problems (4 & 5)	
		Address needs of all student subgroups (8) (R)	

A635 After 8/01/07			
J500 (MS program)		Teacher as Researcher Project (2, 5, 7, 8) (R)	*
		Scored rubric for curriculum presentation (2)	*
J500 After 8/01/07			

*Use MS program's rating here.

Additional Portfolio Artifacts

Each candidate must submit at least two additional artifacts for each standard. There should be many opportunities during the practicum as well as ones work as a teacher leader to have experiences in which to use and demonstrate one's mastery of the standards. While an artifact may support more than one standard it may only be used under one standard. You will be asked to provide rationale for the additional artifacts at the exit interview.

STANDARD	DESCRIPTION OF ARTIFACT
1	
2	
3	
4	

5	
6	

SUGGESTED LIST OF ADDITIONAL PORTFOLIO ARTIFACTS BY STANDARDS

Candidates need to remember to include the role that he/she played in the participation and/or leadership of the development of the artifacts or documentation of experiences. Many opportunities exist within the Practicum to document proficiency of each standard beyond artifacts from each course. The following is a list of possible artifacts. One is not limited to these suggestions. Candidates should access <http://www.ccsso.org/publications/index.cfm> for publications that can be downloaded with the ISLLC functions, elements and indicators. These are also useful in identifying additional artifacts to include.

Standard 1 Visionary Leader

Development of goals and objectives for programs; personal vision and mission statements; position statements

Standard 2 Instructional Leader

Curriculum mapping; curriculum benchmarks; data analysis team documentation; PL 221 involvement; school improvement plan/team participation; North Central Accreditation documentation; national, state, local, corporation level meetings and/or committee work; observations in leadership role positions (i.e., student teacher supervision/beginning teacher mentor, etc.); documentation of professional development plans for self and others; grants written (funded or unfunded); conferences attended; course taught for universities and other organizations; LEP and poverty issues and the achievement of student subgroups under NCLB

Standard 3 Organizational Leader

Staff meeting and/or professional development agendas planned and implemented; prepared memos of chaired events; newsletters or WebPages developed; staff meeting notes; corporation and/or school calendars; non-certified schedules or job descriptions; emergency dismissal plans; school crisis plans inservices and/or training sessions; interview committee work; staff recognition events; budget and accounting forms; extracurricular accounts; supply maintenance; state and federal reports; Expertise in software programs; staff in-services on emerging computer usage in school and corporation; email directories developed; participation in the development of

school technological strategic plan; technology training; media involvement/publicity to promote programs

Standard 4 Collaborative Leader

Community involvement documentation; award programs for parents; school/classroom public relations policy; youth volunteer involvement; enrichment activities for outside volunteers; school-business partnerships established; presentations to community groups; collection of communication avenues to student, parents and stakeholders; Documentation of work with charitable organizations related to children/students; involvement with community organizations that address the needs of children/students.

Standard 5 Ethical Leader

Student Bill of Rights and Responsibilities implementation; master contract/bargaining involvement; legal issues; classroom and school management-discipline participation; inservices/workshops on legal issues developed; evaluations of self and others; copies of valid licenses; transcripts; letters of recommendation; commendation

Standard 6 Systemic Leader

Summaries of publications; workshops presented; summaries of current literature and best practices reviewed; article critiques; awareness document pro and con statement papers; school board attendance and documentation; guest speaker appearances; volunteer work

REFLECTIVE PORTFOLIO PAPER **INSTRUCTIONS AND GUIDING QUESTIONS**

Developing reflective skill is one way to foster a spirit of questioning regarding the value of certain practices and assumptions seen in the field. This is a critical part of developing a personal identity.

The Reflective Portfolio Paper is one of the culminating activities of the IUS Educational Leadership Program. The paper is to be typed/word processed, double spaced, include a bibliography and should not exceed 10 pages in length. Reflect upon the IPSB/ISLLC/IUS Standards as you focus on what leadership and the roles and responsibilities of a principal. The paper should portray a worthwhile contribution to the Educational Leadership knowledge base representing current research and best practice. Your artifacts should be useful as you consider your growth throughout the program. The following guiding questions should assist you with this personal reflection paper by serving as reflective thought starters. Remember that a reflection is not an exercise in answering questions.

Guiding Questions

As a principal. . .

- What would you do to inspire students, staff, and parents to work toward performance excellence and the best outcomes for ALL students?
- How would you nurture and maintain a healthy school culture?
- How would you ensure that staff and students are held accountable for following established policies and procedures and for meeting the instructional expectations upon which they are evaluated?
- How would staff and students be recognized if they exceed the required expectation?
- What programs and committees would you continue and/or develop to collect data and assess productivity/success?
- How would you motivate staff and implement change?
- How would you assess staff development needs and develop professional development opportunities?
- When you are interviewing prospective teachers or staff, what are the key criteria around which you make a recommendation to hire someone?
- How would you identify teachers and staff who are in need of assistance and support?
- How would you observe and assess teacher performance in the classroom?
- How would you instill confidence in your staff members to assume the right of empowerment?
- How would you prioritize your schedule and take care of one's request without diminishing the urgency of another's?
- How would you make the most efficient use of your time?
- What long-term and short-term problem-solving techniques would you use to make a decision or pinpoint a solution?
- How would you get input and information from the community and its needs and what would you do with this information?

- To what instructional standards will you hold teacher performance?
- To what academic standards will you hold student performance?
- How would you ensure that the overall instructional program of your school would foster a multicultural awareness and respect for diversity among students, staff, parents and community members?
- How would your budgetary practices improve instruction and school facilities?
- How would you solicit input from your internal and external stakeholders?
- What various ways would you communicate information to these stakeholders?
- How would you inspire members of the school and community to be active partners in the education of children?
- How would you remove barriers to (and excuses for) teacher and student success?
- What skills do you possess that allow some, if not most, problems or concerns to be resolved equitably or, at least, agreeably?
- How would you be tactful, non-threatening, diplomatic and fair while standing firm on your convictions for what's good for kids?
- How would you stay apprised of new laws governing various programs in the school and corporation?
- What precautions would you take to ensure the confidentiality of all is respected within the school?
- How would you network with civic, political, business and church leaders?
- How would you enhance the role that technology plays in instruction?
- How would you encourage teachers in the school to accommodate a variety of learning styles, ability levels and multi-intelligences?
- How will you monitor the repercussions of your decisions?
- How will you reflect, plan and implement your own professional development goals?
- What activities will you encourage that students, staff and yourself engage in to build a sense of loyalty and trust?

EDUCATIONAL LEADERSHIP REFLECTIVE PORTFOLIO PAPER RUBRIC

Criteria/Levels	(P)	(B)	(U)
Purpose Reflects upon the standards, leadership, and the roles and responsibilities of a principal	<ul style="list-style-type: none"> • Establishes the purpose and maintains a clear and sharp focus • Strong awareness of audience 	<ul style="list-style-type: none"> • Focused on the purpose • Communicates with an audience 	<ul style="list-style-type: none"> • Missing the point of the assignment; limited awareness of purpose • No audience identified
Content Contributes to Educational Leadership knowledge base representing current research and best practices	<ul style="list-style-type: none"> • Depth and complexity of ideas supported by research/best practices • Evidence of analysis and extensive reflection 	<ul style="list-style-type: none"> • Depth of idea development supported by relevant research • Evidence of examples and reflection 	<ul style="list-style-type: none"> • Unelaborated idea development and limited use or research • No reflection
Organization Structure of the paper	<ul style="list-style-type: none"> • Coherent organization • Excellent paragraph structure • Highly evident transitions 	<ul style="list-style-type: none"> • Logical organization • Strong paragraph structure • Competent transitions 	<ul style="list-style-type: none"> • Random and/or weak organization • Paragraph structure too brief or too long • Lacking transitions
Conventions Spelling and grammar/presentation	<ul style="list-style-type: none"> • Excellent control of spelling, punctuation and capitalization • Careful proofreading • Commendable presentation 	<ul style="list-style-type: none"> • Few errors in spelling, punctuation and capitalization relative to length and complexity • Evidence of proofreading • Concise presentation 	<ul style="list-style-type: none"> • Errors in spelling, punctuation and capitalization that interfere with communication • Not proofread • Careless presentation

Overall Reflection Rating:

Two or Three Proficient cells = P

One Proficient cell or all Basic cells = B

Any Unacceptable cells = U

**EVALUATION PROCESS
PORTFOLIO ASSESSMENT**

The portfolio contents will be reviewed/assessed using formative assessments for artifacts in courses and then a summative process will be used on the final product. Candidates are encouraged to exercise judgment about their own work, to monitor their progress, to set goals for themselves and to engage in ongoing self-reflection.

The summative assessment process will occur after all courses have been completed and at the conclusion of A695, the Practicum in Educational Leadership. It will be done by the candidate's university supervisor and/or other members of the program team. Included in this assessment are the evaluation of the "Reflective Portfolio Paper" using the rubric, the evaluation of the portfolio contents and mechanics as described below, and the evaluation of each standard as found in the rubric on the next page.

Portfolio Contents

- yes no Table of contents.
yes no Introduction
 a. The candidate reflects upon his/her ability to work effectively with other members of a teaching team, colleagues, students, parents and a diverse community.
 b. The candidate reflects upon and discusses his/her strengths and areas of improvement/career goals for ongoing and life-long learning.
 c. The candidate includes a current resume.
yes no Letter to the Portfolio Reader:
 a. The candidate explains the his/her philosophy of education and philosophy of leadership
 b. The candidate explains why a portfolio is an important part of the Educational Leadership program.
yes no Contains the required artifacts

Portfolio Mechanics

- yes no Portfolio is organized professionally.
yes no Letter to the Reader and narratives are clear and concise.
yes no Portfolio is free of mechanical & grammatical errors.
yes no IPSB/IUS/ISLLC Standards are properly documented.

Overall Rating for Portfolio Contents and Mechanics:

U= Unacceptable—Two or more are marked "no"

B= Basic—One is marked "no"

P= Proficient—All are marked "yes"

Educational Leadership Portfolio Rubric will be used to assess each standard:

Indicator	Proficient	Basic	Unacceptable
Required Artifacts	All required artifacts are included	One or two required artifacts are not included	More than two required artifacts are not included
Quality Rating from Coursework on Artifacts	90% are Proficient and none are Unacceptable	Less than 90% are Proficient and no more than one is Unacceptable	More than one is Unacceptable
Additional Evidence of Work Related to Standard	More than two additional and appropriate examples of evidence are included. Rationale clearly articulates how each supports the standard.	Two additional and appropriate examples of evidence are included. Rationale clearly articulates how each supports the standard.	One or no additional and appropriate examples of evidence are included OR rationale does not clearly articulate how each supports the standard.

Overall Rating:

- Two or Three Proficient cells = P
- One Proficient cell or all Basic cells = B
- Any Unacceptable cells = U