

EDUCATIONAL LEADERSHIP

**IU SOUTHEAST
SCHOOL OF EDUCATION**

PORTFOLIO MANUAL

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PORTFOLIO MANUAL

Being an administrator means that one is automatically accountable for student achievement. Developing and presenting a 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 portfolio serves as a tool to provide evidence that the candidate has demonstrated proficient performance in all six (6) Interstate School Leadership Licensure Consortium (ISLLC) Standards. The portfolio is reviewed by program faculty at the end of the candidate's program as part of Decision Point III (DP III). Not only are decisions about candidates made but data are aggregated from DP III as evidence of candidate performance for accreditation purposes.

The following are the important elements the candidate must consider in preparing the portfolio.

- A candidate should begin assembling the portfolio in the first Educational Leadership course taken. The portfolio is a course requirement in A500 *Introduction to Educational Leadership*.
- The portfolio should be in a three-ring binder with tabs as follows.
 - One tab for the matrix showing alignment to the ISLLC Standards
 - Seven tabs with one for each course: A500, A510, A608, A625/A627/A653, E536/S655/A638, A635, and J500.
 - Three tabs with one for each project assigned in A695 if enrolled beginning in Fall 2009 or Spring 2010 or six tabs with one for each project assigned in A695 if enrolled beginning in Fall 2010
 - One tab for the practicum log
 - One tab for the disposition reflection
 - One tab for current resume and transcript from Onestart
 - One tab for the Reflective Portfolio Paper (2009-2010) or the draft and final Educational Platform (beginning in Fall 2010)
- Course syllabi reflect the assignments or artifacts that should be included in the portfolio at the beginning of each course's section.

Since the portfolio is used to document a candidate's proficiency for each ISLLC Standard, a matrix needs to be developed by the candidate to reflect how each course assignment or artifact is aligned to one or more ISLLC Standards. Behind the first tab in the portfolio, the candidate needs to develop a matrix using the following template. The candidate must use the course syllabi to determine what assignments or artifacts should be included and what ISLLC standards are aligned to each assignment or artifact. Most will align to more than one Standard. An example follows on the next page. Several, not all, artifacts/assignments from Spring 2009 A608 have been provided to help guide you.

Alignment of Assignments and Artifacts to the ISLLC Standards

Course	Assignment	Rating P B U	ISLLC 1	ISLLC 2	ISLLC 3	ISLLC 4	ISLLC 5	ISLLC 6
A500								
A510								
A608	Practice Problem 1	P			X		X	X
	Practice Problem 2	P			X		X	X
	Employee Handbook	P			X		X	
	PowerPoint	P			X		X	X
	Final Exam	P			X		X	X
	Tort Walk	B			X			
Etc.								

REFLECTIVE PORTFOLIO PAPER **INSTRUCTIONS AND GUIDING QUESTIONS**

NOTE: An Educational Platform will replace this for those who enroll in a section of A695 for the first time beginning in Fall 2010.

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 IU Southeast 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 ISLLC 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. Think of your growth in reflecting how you have become “an education leader”.

Standard 1:

How have I become “an education leader” who “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:

How have I become “*an education leader*” **who** “*promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth?*”

Standard 3:

How have I become “*an education leader*” **who** “*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:

How have I become “*an education leader*” **who** “*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:

How have I become “*an education leader*” **who** “*promotes the success of every student by acting with integrity, fairness, and in an ethical manner?*”

Standard 6:

How have I become “*an education leader*” **who** “*promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context?*”

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

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

Overall Rating:

Two or Three Proficient cells = P

One Proficient cell or all Basic cells = B

Any Unacceptable cells = U

