

## **Portfolio Requirements – Educational Leadership**

### **Educational Leadership Professional Portfolio Development**

#### **Purposes of the professional portfolio**

1. Show evidence of your growth and development during the leadership program experience.
2. Provide information about you as a leader and educator.
3. Document your experiences.
4. Provide an opportunity for you to do self-assessment.
5. Demonstrate accomplishments that will help you advance professionally as an administrator.
6. Demonstrate an understanding and application of each EDL Program Outcome.
7. Serve as an alternative assessment, both of your learning in the EDL Program as well as how the EDL Program impacted you as a leader.

#### **Expectations**

1. You are to develop a Professional Portfolio by spring semester of year two.
2. The Professional Portfolio should be organized to demonstrate how you have developed capabilities in those attitudes, skills, and knowledge expected of school leaders and shown in the four broad outcomes of the program (strategic leadership, instructional leadership, organizational leadership, and political/community leadership).
3. The portfolio must be understood by others. Through symbols and words, the contents of the portfolio are described and a link is made about how these components demonstrate the student's achievement of the program outcomes. The statements may explain how the portfolio is organized, what the portfolio shows, and things to watch for while reviewing the materials. Descriptive writing sets the stage (explain critical features, logical ordering, and inclusion of all types of leadership). The analytical writing in each section explains reasons, motives, and interpretation of why particular pieces are included in the portfolio (examples, details, conclusions, and explaining how you got them). Reflective writing discusses decisions made, what has been learned, and why. There is discussion of learning and growth. There is a combination of beliefs/values and examples to demonstrate how those beliefs show in action.
4. A table of contents documenting the contents of the portfolio and the outcomes addressed by each item.
5. Portfolio entries to document growth and development in the teaching profession and as a future school leader.

#### **Documentation**

Documentation may take many forms, with the exact nature of these contents determined by the author. These materials may be generated as part of the courses and field experiences, or they may be created specifically for the portfolio. You will complete a document caption for each entry that identifies the outcome(s) addressed by each item. Included in previous the course syllabus from previous EDL courses has been a suggested list of possible items for inclusion. In addition, the remaining courses for the EDL Program will have assignments to be developed into portfolio entries. All are excellent options to include in the final portfolio. As a result of a recent EDL curriculum alignment, the certain artifacts have been designated as required for each Professional Portfolio in addition to the other entries you select to represent you as a leader.

- resume
- philosophy
- belief statements or position papers about various dimensions of schools (i.e. curriculum, instruction, discipline)
- list of leadership activities
- leadership experiences and projects
- practicum experiences that relate to the four outcome areas
- statement of plans for continued professional growth
- summary statement of teaching experiences
- evaluations of teaching effectiveness
- workshops, conferences attended
- annotated bibliography of professional literature read
- professional readings
- a web of experiences during the program
- letters of written commentaries by colleagues or faculty
- photographs illustrating products
- collection of documents and artifacts showing implementation of strategies
- reflective responses
- multicultural experiences
- articles written
- self-evaluations
- awards and honors received
- letters of commendation or thanks for service performed

**Assessment:** *Portfolios will be assessed at multiple points in the program. This includes:*

EDL-675 - Feedback from faculty	EDL-686 - Feedback from peers
EDL-680/681/682 - Feedback from faculty and feedback from peers	EDL-695 Presentation - Feedback from faculty and feedback from K-12 educators
EDL-683/684/685 Presentation –Feedback from faculty and feedback from school-based supervisors and colleagues	

## Portfolio Review

Graduate Student \_\_\_\_\_ Course EDL-695 Cadre \_\_\_\_\_

Reviewer \_\_\_\_\_ Date \_\_\_\_\_

A component of the Doane College graduate program is the on-going development of a professional portfolio, which records, integrates, and reflects on the professional experiences in the program. The portfolio provides students with a personal tool for representing and articulating their teaching and leadership beliefs, values, skills, and knowledge *so others can understand*. It allows educators to mesh the theories and practices of school leadership and provides documentation of growth and integration throughout the graduate work. Portfolios serve as self-assessment tools for graduate students and as a means for the faculty to assess the strengths and areas of weakness of the graduate program.

### Format:

- \_\_\_\_\_ Cover Page
- \_\_\_\_\_ Table of Contents
- \_\_\_\_\_ Section Dividers
- \_\_\_\_\_ Section Captions – explanation of the theme/organization of each section.
- \_\_\_\_\_ Document Captions
- \_\_\_\_\_ The portfolio can be understood by others.
- \_\_\_\_\_ There is coherence between sections and clear organizational patterns.

### Captions:

- \_\_\_\_\_ Presented prior to the artifact (left side).
- \_\_\_\_\_ Descriptive Statements sets the stage (explain critical features, logical ordering, and inclusion of all types of leadership).
- \_\_\_\_\_ Analytical Writing in each section explains reasons, motives, and interpretation of why particular pieces are included in the portfolio (examples, details, conclusions, and explaining how you got them).
- \_\_\_\_\_ Reflective Writing discusses decisions made, what has been learned, and why.
- \_\_\_\_\_ Caption explain the link to EDL Outcomes

### Artifacts:

- \_\_\_\_\_ Presented after the caption (right side).
- \_\_\_\_\_ Displayed clearly and legibly on one page.
- \_\_\_\_\_ Easy for reviewer to view and understand.
- \_\_\_\_\_ Succinct presentation that allows quick reference by reviewer.

### Demonstration of Learning/Growth/Leadership Skills

- \_\_\_\_\_ Learning & Growth are exemplified.
- \_\_\_\_\_ Beliefs/philosophy are evident.
- \_\_\_\_\_ Beliefs/philosophy are reflected throughout artifacts and captions.
- \_\_\_\_\_ Multiple examples of work support the educator's beliefs/philosophy.
- \_\_\_\_\_ Growth in leadership skills is evident.
- \_\_\_\_\_ Diversity is reflected within the Professional Portfolio.
- \_\_\_\_\_ The portfolio is a portrait of a leader, not only a teacher.

### EDL Outcomes:

There are examples of the Educational Leadership Outcomes:

- \_\_\_\_\_ Strategic Leadership
- \_\_\_\_\_ Instructional Leadership
- \_\_\_\_\_ Organizational Leadership
- \_\_\_\_\_ Community/Political Leadership

### Comments/Suggestions:

#### Required Artifacts

- \_\_\_\_\_ Application of Assessment
- \_\_\_\_\_ Curriculum Action Plan
- \_\_\_\_\_ Application/action taken representing each "stand alone"/transfer class
- \_\_\_\_\_ Diversity beliefs
- \_\_\_\_\_ Diversity action plan
- \_\_\_\_\_ Effective Instructional Beliefs
- \_\_\_\_\_ Teacher Supervision & Evaluation
- \_\_\_\_\_ Application/Understanding of school policy
- \_\_\_\_\_ Depiction of broader view of schools (EDL Outcome 3.3)
- \_\_\_\_\_ Action taken to support new teachers
- \_\_\_\_\_ Resume
- \_\_\_\_\_ Personal Mission
- \_\_\_\_\_ Belief Statements
- \_\_\_\_\_ Balanced Leadership
- \_\_\_\_\_ SIP Abstract

**Note: The Professional Portfolio will include many more entries.**

**Assessment Rating**

<i>Assessment</i>	<i>Description</i>
<i>Outstanding</i>	An outstanding portfolio is a coherent story of the educator. All parts of the portfolio are clearly related to each other and to the central purpose of describing the educator as a leader. A reviewer can look at the portfolio and easily understand the educator's beliefs and philosophy. There are multiple examples of activities and artifacts that support the educator's beliefs. Strengths are clearly identified and defined. The educator clearly documents growth in leadership and in the four program outcomes. When reviewing the portfolio, you get the feeling you really know the educator as a leader and his/her achievements.
<i>On-Track</i>	An on-track portfolio is in the process of becoming a story of the educator. There are relationships between one part of the portfolio and another. The leader's educational beliefs and philosophy are evident. Several strengths are recognizable. There is potential.
<i>Emerging</i>	An emerging portfolio contains evidence that the educator has insights about school leadership, but the relationships may not be clear. The leader's educational beliefs and philosophy are beginning to emerge. However, the reviewer is left to infer information or relationships. There is insufficient information or organization to characterize the portfolio as either a story of learning and teaching or as a portrait of a learner or leader.
<i>Off-Track</i>	An off-track portfolio is simply a container of work without an attempt on the part of the educator to provide organization. There is little or no attempt by the author to make a statement about his/her beliefs or philosophy of leadership and provide evidence. It may be a collection of information, but the lack of organization does not clarify or explain the leader.

**Reviewer:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Professional Portfolio Rating (PPR) [State Folio #1; EDL Critical Piece #5]

After reviewing the portfolio and rating on the above rubric, please complete the following charts based upon the picture you now have of the EDL Student. Utilize the first chart to formulate your rating for the Leadership Potential Chart.

	Not Able to Demonstrate	Low Demonstration	3	4	High Demonstration
	1	2	3	4	5
Articulates beliefs/philosophy of education (Disposition)					
Demonstrates a “can do” attitude (Disposition)					
Demonstrates a commitment to entire school community (Thinks all students, peers, teachers can learn) (Disposition)					
Demonstrates understanding of EDL Outcomes: (Knowledge)					
Strategic Leadership					
Instructional Leadership					
Organizational Leadership					
Community/Political Leadership					
Demonstrates the ability to identify with diverse populations – may include differentiation of instruction (commitment to entire school community) (Knowledge & Skills)					
Reflection: Aware of own professional development needs/establishes and meets learning goals (strengths/weaknesses/growth) (Skills)					
Demonstrates leadership skills (Skills)					
Collaboration: Demonstrates ability to work with groups and develop working relationships individuals (Skills)					

Leadership Capacity:	Emerging	Progressing	Proficient	Distinguished	Professional
Demonstrates the dispositions to be an effective leader					
Demonstrates the knowledge to be an effective leader					
Demonstrates the skills to be an effective leader					
				Total	

**Dispositions.** The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

**Knowledge.** Understanding and applying of learning as it related to leadership...processes, methods, structures, settings, instructional and course content

**Leadership Skills:** Talent, proficiency, aptitude, competence to act upon beliefs and knowledge

EDL Student: \_\_\_\_\_

Cadre \_\_\_\_\_

Date \_\_\_\_\_

Rater: \_\_\_\_\_