# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Portfolio Development</td>
<td>5</td>
</tr>
<tr>
<td>Portfolio Document</td>
<td>7</td>
</tr>
<tr>
<td>Portfolio Format</td>
<td>14</td>
</tr>
<tr>
<td>Portfolio Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Portfolio Evaluation</td>
<td>16</td>
</tr>
<tr>
<td>Appendices</td>
<td>17</td>
</tr>
</tbody>
</table>
INTRODUCTION

All students in a master’s, principal certification, or superintendent certification program in Educational Administration, Curriculum and Supervision (EACS) are required to successfully complete a portfolio prior to the completion of the program. The portfolio process includes the submission portfolio document as well as a presentation of the portfolio to a committee representing EACS faculty.

Purpose

The Comprehensive Portfolio provides the master’s and/or certification candidate the opportunity to document his/her accomplishments, learning, and skills related to educational leadership and administration. The process of portfolio development and the substance of the portfolio document are under girded by the mission of the EACS Program Area and the College of Education as well as the conceptual framework of Program Area.

College of Education Mission Statement

The mission of the College of Education is to promote inquiry and practices that foster democratic life and that are fundamental to the interrelated activities of teaching, research, and practice in the multi-disciplinary field of education.

EACS Mission Statement

The mission of EACS is to promote critical inquiry that addresses important issues relating to teaching, learning, and leadership in order that service and collaboration among colleagues and the professional communities may be enhanced.

EACS Conceptual Framework

The Educational Administration, Curriculum and Supervision (EACS) area believes that PK-12 schools are complex organizations that need leaders who understand: 1) the theoretical and conceptual aspects of schools, their people, and programs for both children and adults who are constantly learning from the context of the organization; 2) the technical knowledge of the content areas and areas of specialization found within the EACS knowledge bases; 3) the integration of theory, research, and practice as a means of grounding new best practices.

The EACS curriculum is under girded by a dynamic knowledge base that reflects current and recommended practices as examined through basic and applied research. The EACS graduate should be able to transfer theory and research into practice and to analyze practice through theory and research. To this end, theory, research, and practice are viewed as reciprocal and
equal in developing and refining program area offerings. The curriculum is vertically and horizontally articulated, allowing students the opportunity to study both the broader area of leadership and an area of emphasis as they become proficient in understanding, applying, and conducting research - both formally, as scholar leaders, and informally, as informed practitioners through action research. The curriculum provides the conceptual and philosophical bases of continuing education as students develop specified competencies.

The EACS faculty recognizes the unique learning needs of our adult students. Accordingly, the faculty encourages learning through the utilization of a variety of instructional approaches (e.g., lecture, discussion, large and small group work, computer and non-computer simulation, site visitations, and interactions with practitioners in order to properly engage students in learning.

Further, the faculty of EACS recognizes that as an outgrowth of its conceptual framework there are knowledge bases accepted by learned societies such as UCEA and The National Standards Board. Within these accepted but evolving knowledge bases there are competencies and skills that may also be applied in regulated field experiences such as internships and practica. The competencies and skills evolve (broadly) around the following:

1. societal and cultural influences on schooling;
2. teaching and learning processes that are responsive to individual differences among students, teachers, administrators, and families;
3. theories of organizations and organizational change;
4. policy analysis and studies (e.g., legal and economic);
5. leadership and professional development;
6. moral and ethical dimensions of schooling in a pluralistic society;
7. instructional and administrative technologies available to support effective school leadership and decision making.

Standards

The Comprehensive Portfolio is grounded in the Standards for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum directors, and Supervisors promulgated by the National Policy Board for Educational Administration. (see Appendix A). The portfolio provides the opportunity for candidates to demonstrate competencies across these standards. Candidates in the M.Ed. program will be expected to demonstrate competencies found in the Standards for School Building Leadership, while candidates in the Executive Ed.D. Program will be expected to demonstrate competencies found in the Standards for School District Leadership.
PORTFOLIO DEVELOPMENT

The portfolio development process is ongoing. Beginning at the interview for admission, the admissions committee will discuss portfolio requirements with the applicant. Students should begin preparing the portfolio upon entering the program and should continue through the time of formal submission of the final document.

At the time of admission, a student is assigned a faculty advisor. Although the candidate is ultimately responsible for developing the portfolio document and preparing for the presentation, the faculty advisor assumes an important advisory role in the portfolio development process.

The portfolio should draw on each required EACS course of the program. A student should solicit from the instructor of each required course formative, written feedback about that student’s portfolio development germane to that course. The student should use the standard Course Portfolio Evaluation form, located in Appendix C of this document. Completed course evaluation forms should be included in the student’s Comprehensive Portfolio.

In addition to instructor feedback a student should include evidence of formative feedback from four different sources as part of his or her Comprehensive Portfolio. These include written feedback about the student’s portfolio development activity by a student peer, the summary of the student’s peer evaluation of another student’s portfolio development activity, at least one copy of written feedback by the student’s faculty advisor and the student’s summary of a candidate’s portfolio presentation. Each of these activities should be completed AT LEAST ONE SEMESTER PRIOR TO THE SUBMISSION OF THE FINAL PORTFOLIO DOCUMENT.

Each student should solicit formative feedback from his/her faculty advisor. The student should disclose progress made in portfolio development, including documents or artifacts that might be included in the document, course evaluations accumulated to date, and specific competencies that the student has addressed to that point. The student may also elect to provide draft section narratives to solicit advisor feedback. The meeting also provides the student with the opportunity ask questions and to receive relevant portfolio development advice. For each of these meetings, the advisor should complete a Formative Portfolio Assessment form (Appendix C). At least one of these meetings (and one completed form) is required.

The peer review process should benefit the student both as reviewer and as feedback recipient. At some point in his or her program, the candidate should solicit written feedback about his or her portfolio development from another student in the same graduate program. The peer reviewer will provide written feedback, through the form entitled Peer Review Feedback (Appendix C). The student peer reviewer should provide his/her peer reviewer with a draft portfolio, to include narrative drafts for each of Sections One through Seven of the Portfolio as well as representative documentation. The results of the peer review are FORMATIVE ONLY; the faculty review committee will NOT use these results in formulating the final, summative evaluation of the candidate’s portfolio. The Peer Review Summary, however, must be included in the final portfolio.
Additionally, the student should document that he or she has acted as peer reviewer. At some time before the final semester of enrollment, the student should review another student’s portfolio draft, completing for that student a Peer Review Feedback (Appendix C). The student as peer reviewer should also complete the Reviewer’s Reflections form (Appendix C). Ultimately, in the final portfolio, a candidate should include at least one Peer Review Feedback form (written by another student) and one Reviewer’s Reflections form (that the candidate prepares himself or herself).

A student will additionally benefit from observing candidate portfolio presentations. Each student should attend at least one presentation prior to the final semester of enrollment, and report the results of the attendance using the Presentation Summary form (Appendix C).

In summary, ample opportunities exist for a student to receive formative feedback during the portfolio development process. Ultimately, a Comprehensive Portfolio document will be submitted, and a presentation of that document rendered by the candidate. A faculty committee will formally evaluate these latter activities. The next sections describe the Comprehensive Portfolio document, presentation, and evaluation procedures.
PORTFOLIO DOCUMENT

The portfolio consists of nine parts. The first of these is the INTRODUCTION, which should include a resume, professional goals, and an executive summary. The next seven parts of the portfolio are Sections 1 through 7, which are intended to demonstrate the candidate’s leadership competencies (visionary, instructional, organizational, collaborative, ethical, and contextual leadership and the internship). Each of Sections 1 through 6 includes a narrative and list of reference, while Section 7 includes internship-related documents. The eighth and final part is the APPENDIX, which includes the documents and artifacts that support Sections 1 through 7. A table of contents for a portfolio, therefore, would include the following format:

**Introduction**: Resume, Goals, Executive Summary  
**Section 1**: Vision  
**Section 2**: Instructional Leadership  
**Section 3**: Organizational Leadership  
**Section 4**: Collaborative Leadership  
**Section 5**: Ethical Leadership  
**Section 6**: Leadership in the Larger Context  
**Section 7**: Internship and Field Experiences  
**Appendix**: Artifacts and Documents

Each of these sections is described in detail below.

**INTRODUCTION: Resume, Professional Goals, and Executive Summary.**

The first document in the candidate’s Comprehensive Portfolio should be a one- or two-page resume. Following are between two and five INTERMEDIATE goals and two-to-five LONG-TERM goals, including brief but specific plans about how these goals might be achieved. The executive summary should consist of a one- to two-page synopsis of each of the remaining portfolio sections.

**SECTION ONE: Vision (Standard 1.0, see Appendix A)**

**Standard 1.0**: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

*This standard addresses the need to prepare educational leaders who value and are committed to educating all students to become successful adults. Each educational leader is responsible for creating and articulating a vision of high standards for learning within the school or district that can be shared by all employees and is supported by the broader school-community of parents and citizens. This requires that educational leaders be willing to examine their own assumptions, beliefs, and practices; understand and apply research; and foster a climate of continuous improvement among all members of the educational staff.*
Such educational leaders will commit themselves to high levels of personal and organizational performance in order to ensure implementation of this vision of learning.

Provide in Section One a written narrative (approximately 5 pages) that addresses the area of visionary leadership, demonstrating that you are articulate and competent in the area. You might use the following questions or issues to guide you in formulating the narrative:

- What is VISION, and what is the role of the educational leader in promoting this vision?
- What is the role of the educational staff, students, and the community in developing and nurturing this vision?
- What are some specific strategies (grounded in the literature) for fostering a climate of continuous improvement among ALL members of an educational staff?

The narrative should cite scholarly literature, and should be followed by a list of references. The narrative should also refer to artifacts and documents in the Portfolio Appendix (these might include class projects and internship activities) that demonstrate your competence as a visionary leader.

SECTION TWO: Instructional Leadership (Standard 2.0, see Appendix A)

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

This standard addresses the need for educational leaders to position teaching and learning at the focal point of schools. It accepts the proposition that all students can learn and that student learning is the fundamental purpose of schools. To this end, educational leaders are responsible for ensuring that decisions about curriculum, instructional strategies (including instructional technology), assessment, and professional development are based on sound research, best practice, school and district data, and other contextual information and that observation and collaboration are used to design meaningful and effective experiences that improve student achievement. Educational leaders must capitalize on diversity to create a school culture that promotes respect and success for all students. All members of the school community should have confidence in the integrity of the decision-making process for school improvement and the appropriateness of that process, thus ensuring dignity and respect for all. Successful educational leaders must be able to identify, clarify, and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations. In addition, this standard requires that educational leaders be learners who model and encourage life-long learning. They should establish a culture of high expectations for themselves, their students, and their staff. Candidates preparing to lead schools or districts must be able to assess the culture and climate on a regular basis. They must also understand the importance of supervision and be able and willing to evaluate teacher and staff performance using a variety of supervisory models.
Provide in Section Two a written narrative (approximately 5 pages) that addresses the area of instructional leadership, demonstrating that you are articulate and competent in the area. You might use the following questions or issues to guide you in formulating the narrative:

- How can schools assess whether the goals of curricula are being reached?
- How can educational leaders balance the needs of teachers with the needs of students in curriculum planning?
- How do educational leaders promote a democratic ethos at their respective schools?

The narrative should cite scholarly literature, and should be followed by a list of references. The narrative should also refer to artifacts and documents in the Portfolio Appendix (these might include class projects and internship activities) that demonstrate your competence as an instructional leader.

SECTION THREE: Organizational Management (Standard 3.0, see Appendix A)

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

This standard addresses the need to enhance student learning through effective, efficient, and equitable utilization of resources. Educational leaders must use their knowledge of organizations to create a learning environment conducive to the success of all students. Proper allocation of resources such as personnel, facilities, and technology are essential to creating an effective learning environment. Resource management decisions should give priority to teaching, student achievement, and student development.

Also, operational procedures and policies must be established to maintain school safety and security and to strengthen the academic environment. All management decisions, including those regarding human resources, fiscal operations, facilities, legal issues, time management, scheduling, technology, and equipment, should be based on sound organizational practice. Educational leaders must monitor and evaluate operational systems to ensure that they enhance student learning and reflect the school’s and district’s accountability to the community. Skills in job analysis, supervision, recruitment, selection, professional development, and appraisal of staff positions, as well as an understanding of relevant collective bargaining agreements, strengthen the ability to use personnel resources. Effective educational leaders define job roles, assign tasks, delegate appropriately, and require accountability. They also actively seek additional sources of financial, human, and physical support. They involve stakeholders to ensure that management and operational decisions take into consideration the needs of multiple constituencies while at the same time focusing the entire community on student achievement as the ultimate goal. To include stakeholders in management decisions, educational leaders must be competent in conflict resolution, consensus building, group processes, and effective communication.
Provide in Section Three a written narrative (approximately 5 pages) that addresses the area of organizational leadership, demonstrating that you are articulate and competent in the area. You might use the following questions or issues to guide you in formulating the narrative:

- What are the linkages between planning, managing, and evaluating the use of fiscal and non-fiscal resources and the effectiveness of the school as a learning organization?
- What is the role of administrators, staff, and the community in planning, managing, and evaluating the use of fiscal and non-fiscal resources in the context of promoting efficient, equitable, and effective learning environments?
- What is the role of technology in fostering effective, equitable, and efficient schools?

The narrative should cite scholarly literature, and should be followed by a list of references. The narrative should also refer to artifacts and documents in the Portfolio Appendix (these might include class projects and internship activities) that demonstrate your competence as an organizational leader.

**SECTION FOUR: Collaborative Leadership (Standard 4.0, see Appendix A)**

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

*This standard addresses the fact that cooperation among schools, the district, and the larger community is essential to the success of educational leaders and students. Educational leaders must see schools as an integral part of the larger community. Collaboration and communication with families, businesses, governmental agencies social service organizations, the media, and higher education institutions are critical to effective schooling. The ability to analyze emerging issues and trends that might affect schools and districts enables educational leaders to plan effective instructional programs and school services. Effective and appropriate communications, coupled with the involvement of families and other stakeholders in decisions, helps to ensure continued community support for schools. Seeing families as partners in the education of their youngsters, and believing that families have the best interests of their children in mind, encourages educational leaders to involve them in decisions at the school and district levels. Family and student issues that negatively affect student learning must be addressed through collaboration with community agencies that can integrate health, social, and other services. Such collaboration relies on good relationships with community leaders and outreach to a wide array of business, religious, political, and service agencies. Providing leadership to programs serving all students, including those with special and exceptional needs, further communicates to internal and external audiences the importance of diversity. To work with all elements of the community, educational leaders must recognize, value, and communicate effectively with various*
cultural, ethnic, racial, and special interest groups. Modeling community collaboration for staff and then offering opportunities for staff to develop collaborative skills maximizes positive interactions between schools and the community.

Provide in Section Four a written narrative (approximately 5 pages) that addresses the area of collaborative leadership, demonstrating that you are articulate and competent in the area. You might use the following questions or issues to guide you in formulating the narrative:

- What is the nature of the symbiotic relationship between schools and the larger community (e.g., these serve each other)?
- Is it important for educators to reach out to myriad ethnic, cultural, economic, and special interest groups? Why or why not?
- How can communication foster, maintain, and even enrich the collaborative environment between school and the larger community?

The narrative should cite scholarly literature, and should be followed by a list of references. The narrative should also refer to artifacts and documents in the Portfolio Appendix (these might include class projects and internship activities) that demonstrate your competence as a collaborative leader.

SECTION FIVE: Ethical Leadership (Standard 5.0, see Appendix A)

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

This standard addresses the educational leader’s role as the "first citizen" of the school/district community. Educational leaders should set the tone for how employees and students interact with one another and with members of the school, district, and larger community. The leader’s contacts with students, parents, and employees must reflect concern for others as well as for the organization and the position. Educational leaders must develop the ability to examine personal and professional values that reflect a code of ethics. They must be able to serve as role models, accepting responsibility for using their position ethically and constructively on behalf of the school/district community. Educational leaders must act as advocates for all children, including those with special needs who may be underserved.

Provide in Section Five a written narrative (approximately 5 pages) that addresses the area of ethical leadership, demonstrating that you are articulate and competent in the area. You might use the following questions or issues to guide you in formulating the narrative:

- What is meant by a personal code of ethics? What is a professional code of ethics? What is their importance to an educational leader?
- What is the role of the administrator as custodian of fiscal resources, specifically in the context of ethical decision-making?
The narrative should cite scholarly literature, and should be followed by a list of references. The narrative should also refer to artifacts and documents in the Portfolio Appendix (these might include class projects and internship activities) that demonstrate your competence as an ethical leader.

SECTION SIX: **Leadership in the Larger Context (Standard 6.0, see Appendix A)**

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

This standard addresses the need for educational leaders to understand and be able to operate within the larger context of the community and beyond, which affects opportunities for all students. Educational leaders must respond to and influence this larger political, social, economic, and cultural context. Of vital importance is the ability to develop a continuing dialogue with economic and political decision makers concerning the role of schools and to build collaborative relationships that support improved social and educational opportunities for children. Educational leaders must be able to participate actively in the political and policy-making context in the service of education, including proactive use of the legal system to protect students’ rights and improve students’ opportunities.

Provide in Section Six a written narrative (approximately 5 pages) that addresses the area of contextual leadership, demonstrating that you are articulate and competent in the area. You might use the following questions or issues to guide you in formulating the narrative:

- Why is it important for school leaders to be proactive in education policy development?
- Do you believe politics should play a role in elementary and secondary education in the US? Why or Why not.

The narrative should cite scholarly literature, and should be followed by a list of references. The narrative should also refer to artifacts and documents in the Portfolio Appendix (these might include class projects and internship activities) that demonstrate your competence as an ethical leader.

SECTION EIGHT: **Internship and Field Experiences (Standard 7.0, see Appendix A)**

This section should include an introduction, which summarizes the goals you worked to accomplish during the internship; a time log; an expanded description of the goals (1-2 pgs for each goal); a reflective journal; and the final evaluation completed by the building supervisor. Include time and activity logs from course field experiences. Other Internship artifacts and documents should be included in the Portfolio Appendix.
APPENDIX: Artifacts and Documentation

This section will contain all of the supporting evidence for each of the previous sections. Include documents that support the narratives contained in sections 1 through 7 of the portfolio. Additionally, include completed forms included in Appendix C of this document (including several Course Portfolio Evaluation forms, at least one Advisor Feedback Form, at least two Peer Feedback Forms [minimum one as reviewer, one as recipient], and at least one Presentation Observation Form.)
PORTFOLIO FORMAT

The portfolio document should be provided in an electronic format, either Online or as part of a single CD Rom disk. The following are technical guidelines:

ONLINE PORTFOLIOS: The portfolio must be fully uploaded, and a hyperlink to the portfolio provided to the departmental staff no later than seven calendar days prior to the scheduled presentation. The online portfolio should have a homepage with table of contents, and at least nine hyperlinks (one for each part of the portfolio as described above).

CD-ROM PORTFOLIOS: The CD disk should be delivered to the departmental office no later than seven calendar days prior to the scheduled presentation. The disk should include nine folders, one for each of the parts of the portfolio (as described above). Each folder would include one or more files (for example, the Introduction includes a resume, professional goals and Executive Summary; Section 1 includes the narrative and bibliography as a single file; the Appendix includes a variety of files included as portfolio artifacts).

Each page comprising the portfolio, whether available online for viewing or downloading or included on the CD ROM disk, should be in one of the following file formats:

- portable document format (.pdf file)
- Word document in rich text format (.rtf file)
- Hyperlink markup language (.htm file)
- Power Point (.ppt file)

All documents that are hardcopy originals (paper) must be scanned to an electronic format (.pdf for example). Other file formats may be used if the EACS program area coordinator grants permission PRIOR to the submission of the portfolio.
PORTFOLIO PRESENTATION

The presentations are scheduled during the second half of the semester of the completion of the program. The staff of the Department of Educational Leadership and Policy Studies will make the necessary scheduling arrangements. The presentation should include a synopsis of the portfolio by the candidate followed by questions from the faculty serving as review committee.

The candidate synopsis should be a MAXIMUM of 15 minutes (the candidate should carefully adhere to the time limit; if the synopsis hasn’t concluded after 15 minutes, the committee will stop to synopsis and commence questioning). In preparing the synopsis, the candidate should understand that the review committee will have already read the document, and the synopsis should not be a simple repeat of the content of the portfolio document. Rather, the synopsis should provide an integrated overview across the various sections of the portfolio. A successful synopsis will include the following elements:

- Demonstration by the candidate of broad understanding, across knowledge bases from the various courses in the program;
- The effective utilization of scholarly literature to support the discussion;
- A strong grounding in the various ELCC standards

The synopsis will be followed by questions from the review committee. The candidate should respond directly to each question. Responses generally should reflect understanding of the scholarly literature and grounding in the ELCC standards.
PORTFOLIO EVALUATION

Please refer to the *Comprehensive Portfolio Scoring System* included in Appendix B this document. Each member of the faculty serving on the review committee will complete a *Comprehensive Portfolio Score Sheet* (the candidate will eventually receive copies for feedback). Additionally, the committee will give the candidate an overall score of either SATISFACTORY or UNSATISFACTORY. If any member of the review committee selects an indicator from the left column of the Score Sheet (either ‘not included’ or ‘does not meet expectation’), then the overall score will be UNSATISFACTORY. Otherwise, a SATISFACTORY result will be reported.

The expectation of the faculty is that all candidates will successfully complete the portfolio process. However, any student who receives an UNSATISFACTORY score may attempt to successfully complete the process at least one semester later. It is anticipated that the substantive changes in both the portfolio document and presentation will be made by the candidate to help ensure success during this second attempt. These changes are critical because a candidate is allowed a maximum of two attempts.
APPENDIX A
EDUCATIONAL ADMINISTRATION STANDARDS

A copy of these standards is provided as a reference to assist the candidate in the development of the portfolio.
Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

1.1 Develop a Vision

Meets Standards for School Building Leadership
a. Candidates develop a vision of learning for a school that promotes the success of all students.
b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners’ needs, schools as interactive social and cultural systems, and social and organizational change.

Meets Standards for School District Leadership
a. Candidates develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students.
b. Candidates base development of the vision on relevant knowledge and theories applicable to school-level leaders applied to a school district context.
c. Candidates use data-based research strategies to create a vision that takes into account the diversity of learners in a district.
d. Candidates demonstrate knowledge of ways to use a district’s vision to mobilize additional resources to support the vision.

1.2 Articulate a Vision

Meets Standards for School Building Leadership
a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.
b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
c. Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

Meets Standards for School District Leadership
a. Candidates demonstrate the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision.
b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
c. Candidates demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

1.3 Implement a Vision

Meets Standards for School Building Leadership
a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school’s vision.
b. Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).
Meets Standards for School District Leadership
a. Candidates demonstrate the ability to plan programs to motivate staff, students, and families to achieve a school district’s vision.
b. Candidates design research-based processes to effectively implement a district vision throughout an entire school district and community.

1.4 Steward a Vision
Meets Standards for School Building Leadership
a. Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.
b. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.
c. Candidates assume stewardship of the vision through various methods.

Meets Standards for School District Leadership
a. Candidates demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision.
b. Candidates understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district’s vision, mission, and goals.

1.5 Promote Community Involvement in the Vision
Meets Standards for School Building Leadership
a. Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.
b. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.

Meets Standards for School District Leadership
a. Candidates demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.

Standard 1.0 Narrative Explanation: This standard addresses the need to prepare educational leaders who value and are committed to educating all students to become successful adults. Each educational leader is responsible for creating and articulating a vision of high standards for learning within the school or district that can be shared by all employees and is supported by the broader school-community of parents and citizens. This requires that educational leaders be willing to examine their own assumptions, beliefs, and practices; understand and apply research; and foster a climate of continuous improvement among all members of the educational staff. Such educational leaders will commit themselves to high levels of personal and organizational performance in order to ensure implementation of this vision of learning.

Examples of Promising Practices for Candidate Performance Activities:
Candidates are required to write a vision statement for a school or district, share it with the executive team in the central office or with a site-based management team, and demonstrate how stakeholders were involved in the development.
Candidates are required to collect, interpret, and analyze school data. The analysis should reflect the candidate’s understanding of the school’s vision and mission statements, the level of involvement and actual contributions of the school community, and recommendations for inclusion in the school improvement plan.

Standard 1.0:
Candidates are required to conduct a visioning workshop in a graduate class, for a central office staff, or with a school staff focusing on ways to promote the success of all students.
Candidates are required to develop a professional philosophy or vision statement reflecting his/her personal dispositions, philosophy, and vision of educational leadership. Candidates are required to shadow a principal and interview members of a school staff where there is a strong stewardship of a shared vision, then use this knowledge base as well as literature in the field to prepare a paper analyzing how vision is developed, articulated, and implemented.

**Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.**

**2.1 Promote Positive School Culture**
**Meets Standards for School Building Leadership**
a. Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.

**Meets Standards for School District Leadership**
a. Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.

**2.2 Provide Effective Instructional Program**
**Meets Standards for School Building Leadership**
a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.
b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners’ diverse needs.
c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.

**Meets Standards for School District Leadership**
a. Candidates demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method.
b. Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district’s improvement and accountability systems.
c. Candidates demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.
d. Candidates demonstrate the ability to allocate and justify resources to sustain the instructional program.

**2.3 Apply Best Practice to Student Learning**
**Meets Standards for School Building Leadership**
a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.
b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.
c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.

**Meets Standards for School District Leadership**
a. Candidates demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.
b. Candidates demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning.
c. Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.
d. Candidates understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups

2.4 Design Comprehensive Professional Growth Plans

Meets Standards for School Building Leadership

a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.
b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.
c. Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.

Meets Standards for School District Leadership

a. Candidates demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.
b. Candidates demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.
c. Candidates develop personal professional growth plans that reflect commitment to life-long learning and best practices.

Standard 2.0 Narrative Explanation: This standard addresses the need for educational leaders to position teaching and learning at the focal point of schools. It accepts the proposition that all students can learn and that student learning is the fundamental purpose of schools. To this end, educational leaders are responsible for ensuring that decisions about curriculum, instructional strategies (including instructional technology), assessment, and professional development are based on sound research, best practice, school and district data, and other contextual information and that observation and collaboration are used to design meaningful and effective experiences that improve student achievement. Educational leaders must capitalize on diversity to create a school culture that promotes respect and success for all students. All members of the school community should have confidence in the integrity of the decision-making process for school improvement and the appropriateness of that process, thus ensuring dignity and respect for all. Successful educational leaders must be able to identify, clarify, and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations. In addition, this standard requires that educational leaders be learners who model and encourage life-long learning.

Examples of Promising Practices for Candidate Performance Activities:
Candidates are required to organize and lead parent and teacher focus groups about high-stakes testing and alternative methods of measuring student performance. Candidates are required to present a multimedia report to a community forum about the latest instructional technologies, including the use of the Web and teaching strategies.

Candidates are required to analyze student performance measures as identified in a school improvement plan, and make specific recommendations for improvements to the plan.
Candidates are required to lead a school or district taskforce that conducts a curriculum audit to demonstrate alignment of curriculum, pedagogy, and assessment. Candidates are required to design a standards-based personal professional development plan and share evidence of implementation.

**Standard 3.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

**3.1 Manage the Organization**

*Meets Standards for School Building Leadership*

a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency.

b. Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.

c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.

*Meets Standards for School District Leadership*

a. Candidates demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.

b. Candidates demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities.

c. Candidates demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.

d. Candidates demonstrate the ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity.

e. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.

**3.2 Manage Operations**

*Meets Standards for School Building Leadership*

a. Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.

b. Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.

c. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.

*Meets Standards for School District Leadership*

a. Candidates demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.

b. Candidates can use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the district vision.

c. Candidates develop staff communication plans for integrating district’s schools and divisions.

d. Candidates develop a plan to promote and support community collaboration among district personnel.

**3.3 Manage Resources**

*Meets Standards for School Building Leadership*
a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.
b. Candidates creatively seek new resources to facilitate learning.
c. Candidates apply and assess current technologies for school management, business procedures, and scheduling.

Meets Standards for School District Leadership
a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.
b. Candidates creatively seek new resources to facilitate learning.
c. Candidates apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district.
d. Candidates apply and assess current technologies for management, business procedures, and scheduling.

Standard 3.0 Narrative Explanation:
This standard addresses the need to enhance student learning through effective, efficient, and equitable utilization of resources. Educational leaders must use their knowledge of organizations to create a learning environment conducive to the success of all students. Proper allocation of resources such as personnel, facilities, and technology are essential to creating an effective learning environment. Resource management decisions should give priority to teaching, student achievement, and student development. Also, operational procedures and policies must be established to maintain school safety and security and to strengthen the academic environment. All management decisions, including those regarding human resources, fiscal operations, facilities, legal issues, time management, scheduling, technology, and equipment, should be based on sound organizational practice. Educational leaders must monitor and evaluate operational systems to ensure that they enhance student learning and reflect the school’s and district’s accountability to the community. Skills in job analysis, supervision, recruitment, selection, professional development, and appraisal of staff positions, as well as an understanding of relevant collective bargaining agreements, strengthen the ability to use personnel resources. Effective educational leaders define job roles, assign tasks, delegate appropriately, and require accountability. They also actively seek additional sources of financial, human, and physical support. They involve stakeholders to ensure that management and operational decisions take into consideration the needs of multiple constituencies while at the same time focusing the entire community on student achievement as the ultimate goal. To include stakeholders in management decisions, educational leaders must be competent in conflict resolution, consensus building, group processes, and effective communication.

Examples of Promising Practices for Candidate Performance Activities:
Candidates are required to conduct a cost-benefit analysis of a school or district instructional improvement plan. Candidates are required to analyze the school/district budget and identify how specific budget allocations support the school improvement plan/district strategic plan.

Candidates are required to be active participants in a simulated disciplinary hearing for an employee. Candidates are required to collect and analyze data related to a school facility and make recommendations for improvement showing their relationship to the school improvement plan.

Candidates are required to perform a technology inventory in a school or a district, identify the critical shortages, and recommend areas where technology could be used to improve student learning.

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and
other community members, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Collaborate with Families and Other Community Members

**Meets Standards for School Building Leadership**

a. Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.

b. Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.

c. Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.

d. Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.

e. Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.

f. Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.

g. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.

h. Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.

**Meets Standards for School District Leadership**

a. Candidates demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.

b. Candidates demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.

c. Candidates apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.

d. Candidates demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.

e. Candidates demonstrate the ability to involve community members, groups, and other stakeholders in district decision-making, reflecting an understanding of strategies to capitalize on the district’s integral role in the larger community.

f. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.

g. Candidates demonstrate the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices.

h. Candidates develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.

**Meets Standards for School Building Leadership**

a. Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.

b. Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.

c. Candidates provide leadership to programs serving students with special and exceptional needs.
d. Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.

Meets Standards for School District Leadership
a. Candidates facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders.
b. Candidates demonstrate the ability to promote maximum involvement with, and visibility within the community.
c. Candidates demonstrate the ability to interact effectively with individuals and groups that reflect conflicting perspectives.
d. Candidates demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement.
e. Candidates demonstrate the ability to advocate for students with special and exceptional needs.

4.3 Mobilize Community Resources

Meets Standards for School Building Leadership
a. Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.
b. Candidates demonstrate how to use school resources and social service agencies to serve the community.
c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.

Meets Standards for School District Leadership
a. Candidates demonstrate an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals.
b. Candidates demonstrate how to use district resources to the community to solve issues of joint concern.
c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.

Standard 4.0 Narrative Explanation: This standard addresses the fact that cooperation among schools, the district, and the larger community is essential to the success of educational leaders and students. Educational leaders must see schools as an integral part of the larger community. Collaboration and communication with families, businesses, governmental agencies, social service organizations, the media, and higher education institutions are critical to effective schooling. The ability to analyze emerging issues and trends that might affect schools and districts enables educational leaders to plan effective instructional programs and school services. Effective and appropriate communications, coupled with the involvement of families and other stakeholders in decisions, helps to ensure continued community support for schools. Seeing families as partners in the education of their youngsters, and believing that families have the best interests of their children in mind, encourages educational leaders to involve them in decisions at the school and district levels. Family and student issues that negatively affect student learning must be addressed through collaboration with community agencies that can integrate health, social, and other services. Such collaboration relies on good relationships with community leaders and outreach to a wide array of business, religious, political, and service agencies. Providing leadership to programs serving all students, including those with special and exceptional needs, further communicates to internal and external audiences the importance of diversity. To work with all elements of the community, educational leaders must recognize, value, and communicate effectively with various cultural, ethnic, racial, and special interest groups. Modeling community collaboration for staff and then offering opportunities for staff to develop collaborative skills maximizes positive interactions between schools and the community.

Examples of Promising Practices for Candidate Performance Activities:
Candidates are required to develop and present a plan recommending alignment of social service agency programs with school improvement needs.
Candidates are required to identify at least five key community leaders in a school community, justify why each was selected, and identify their roles or potential roles in school improvement in the district. A confidential analysis of this power structure is shared with the superintendent or board of education.

Candidates are required to construct a school public relations and marketing program, relating each component to the school improvement plan.
Candidates are required to plan and execute a one-day retreat that includes business, civic, religious, medical, and other community agencies and present a plan for integrated community services to benefit all youth in the school or district.
Candidates are required to develop a brief memorandum for the superintendent or board of education that explains a complex state or federal law (e.g., IDEA, ADA, PL 94-142).
Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

5.1 Acts with Integrity
Meets Standards for School Building Leadership
a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

Meets Standards for School District Leadership
a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

5.2 Acts Fairly
Meets Standards for School Building Leadership
a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

Meets Standards for School District Leadership
a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

5.3 Acts Ethically
Meets Standards for School Building Leadership
a. Candidates make and explain decisions based upon ethical and legal principles.

Meets Standards for School District Leadership
a. Candidates make and explain decisions based upon ethical and legal principles.

Standard 5.0 Narrative Explanation: This standard addresses the educational leader’s role as the "first citizen" of the school/district community. Educational leaders should set the tone for how employees and students interact with one another and with members of the school, district, and larger community. The leader’s contacts with students, parents, and employees must reflect concern for others as well as for the organization and the position. Educational leaders must develop the ability to examine personal and professional values that reflect a code of ethics. They must be able to serve as role models, accepting responsibility for using their position ethically and constructively on behalf of the school/district community. Educational leaders must act as advocates for all children, including those with special needs who may be underserved.

Examples of Promising Practices for Candidate Performance Activities:
Candidates are required to develop a code of ethics using personal platforms, professional leadership association examples, and a variety of additional source documents focusing on ethics. Candidates are required to conduct a self-analysis of a transcript of a speech delivered to a community organization and look for examples of integrity, fairness, and ethical behavior.

Candidates are required to lead a discussion around compliance issues for district, school, or professional association codes of ethics.
Candidate are required to make a speech to a local service organization and articulate and demonstrate the importance of education in a democratic society.
Candidates are required to survey constituents regarding their perceptions of his/her modeling the highest standards of conduct, ethical principles, and integrity in decision-making and behaviors.
Candidates are required to present an analysis of how he/she promotes teaching and learning that recognizes learning differences, multicultural awareness, gender sensitivity, and appreciation of ethnic diversity.
Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.1 Understand the Larger Context
Meets Standards for School Building Leadership
a. Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.
b. Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.
c. Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.
d. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.
e. Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.
f. Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.
g. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.
h. Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.

Meets Standards for School District Leadership
a. Candidates demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations.
b. Candidates demonstrate an understanding of the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.
c. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district.
d. Candidates can explain the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district.
e. Candidates demonstrate the ability to work with political leaders at the local, state, and national level.
f. Candidates can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents.
g. Candidates espouse positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities.

6.2 Respond to the Larger Context
Meets Standards for School Building Leadership
a. Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

Meets Standards for School District Leadership
a. Candidates demonstrate the ability to engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws.
b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students.
c. Candidates demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.
6.3 Influence the Larger Context

Meets Standards for School Building Leadership

a. Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.
b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.
c. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

Meets Standards for School District Leadership

a. Candidates demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.
b. Candidates demonstrate the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

Standard 6.0 Narrative Explanation: This standard addresses the need for educational leaders to understand and be able to operate within the larger context of the community and beyond, which affects opportunities for all students. Educational leaders must respond to and influence this larger political, social, economic, and cultural context. Of vital importance is the ability to develop a continuing dialogue with economic and political decision makers concerning the role of schools and to build collaborative relationships that support improved social and educational opportunities for children. Educational leaders must be able to participate actively in the political and policy-making context in the service of education, including proactive use of the legal system to protect students’ rights and improve students’ opportunities.

Examples of Promising Practices for Candidate Performance Activities:
Candidates are required to interview state legislators and/or lobbyists and present a report about the state’s strategies used to influence change. Candidates are required to participate in a simulated public debate about the pros and cons of selected international educational practices compared to practices in the United States.

Candidates are required to analyze and make a report to the school board or graduate class about the state’s accountability laws.
Candidates are required to identify the most frequent legal issues facing a school or district, and develop a report identifying the reasons for these issues, including recommendations for solutions to particular situations.
Candidates are required to select a board of education policy, analyze it, and discuss the underpinnings upon which its viability and validity are based.

Examples of Promising Practices for Candidate Performance Activities:
Candidates are required to complete a self-inventory based on state or national standards, and develop a self-improvement plan based on the results, which serves as the basis for activities during the internship.
Candidates are required to maintain a daily reflection journal throughout the time of the internship.
Candidates are required to meet on a regular basis throughout the internship with a team of “critical friends” to discuss the achievement of the goals in their self-improvement plan.

Candidates are required, as part of a weekly observation with a trained mentor, to discuss actual situations and actions taken “on the job.”
Candidates are required to observe and interview central office administrators and create an analysis of the administrative organization of the school district with recommendations for re-organization that align more closely with the system’s goals for improving teaching and learning.

Candidates are required to develop a portfolio from intern experiences gained for the other six standards.

- Assist in the development of school improvement plans and reports.
- Interview the superintendent or central office administrator(s) to begin ascertaining the values and norms of the school.
- Identify what features and artifacts support and promote the school’s vision.
- Identify features that detract from the school’s vision, and formulate plans for improvement.
- Undertake responsibility for a school-wide project or activity that demonstrates the skills delineated in domain
- Conduct a needs assessment for an activity or project (e.g., staff development, student activity, etc.).
- Become familiar with and utilize existing data commonly available to schools.
- Develop honors programs, award nights, or special student assemblies.
- Coordinate a textbook adoption process, curriculum review, or standardized testing program.
- Assist in the preparation of an accreditation visit.
- Conduct and/or observe the supervisory cycle. Write a series of summative evaluations.
- Develop a survey to determine student interest and participation in extracurricular activities.
- Conduct an audit of the IEP development process.
- Assess special education initiatives such as inclusion and work with interested faculty in developing plans for improvement.
- Assist in the development, implementation, and evaluation of in-service programs.
- Align staff development activities with existing school-wide school improvement plans.
- Assess the teaching faculty and provide recommendations about future in-service endeavors.
- Assist in locating ‘experts’ to in-service faculty and staff.
- Develop and/or refine non-certified staff performance evaluations.
- Develop in-service training for non-instructional staff.
- Develop a brochure on health or other relevant issues.
- Organize a career day.
- Coordinate open houses, parent-teacher conferences, etc.
- Organize a college fair.
- Investigate counseling delivery systems, formulating possible improvements.
- Develop an after school peer study/tutoring program.
- Review safety practices and modify where appropriate.
- Assess the extent to which features of site based management and decentralization are utilized in the school.
- Develop and/or chair a school-wide committee or council.
- Assess various administrative procedures and provide written recommendations for improvement.
- Plan a school-wide multicultural week (or month).
- Develop meeting agendas and provide minutes.
- Assist with the superintendent’s newsletter for parents and community.
- Conduct weekly staff meetings.
- Gather information about the methods of obtaining and expending funds at the school level.
- Review activity fund accounting procedures.
- Participate in and/or observe the school-wide budget planning, implementation, management and evaluation process.
- Assist in the development of financial reporting documents.
• Assess the level of instructional technology in the school, and develop recommendations for further implementation and integration.
• Review technologies available to support administrative functions in the school. Research and review possible technologies available that would improve administrative processes.
• Assess procedures for dealing with obsolete hardware and software in the school, and possibly develop guidelines accordingly.
• Gather information about distance education initiatives in the school.
• Prepare a report about a school project or activity for a newspaper, radio or television show.
• Develop a newsletter for parents and/or the community.
• Develop and/or chair a community and school partnership.
• Examine school documentation concerning federal statutory or regulatory provisions (e.g., IDEA, Section 504 and ADA, etc.).
• Gather information about Oklahoma Department of Education regulations and mandates governing school operations.

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

7.1 Substantial
Meets Standards for School Building Leadership
a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.
b. Each candidate should have a minimum of six months (or equivalent, see note below) of fulltime internship experience.

Meets Standards for School District Leadership
a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by district leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, school board members, students, parents, and school and community leaders.
b. Each candidate should have a minimum of six-months (or equivalent, see note below) of full-time internship experience.

7.2 Sustained
Meets Standards for School Building Leadership
a. Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.

Meets Standards for School District Leadership
a. Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of skills and knowledge on a full-time basis.

7.3 Standards-based
Meets Standards for School Building Leadership
a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.
b. Experiences are designed to accommodate candidates’ individual needs.

**Meets Standards for School District Leadership**
a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.
b. Experiences are designed to accommodate candidates’ individual needs.

**7.4 Real Settings**

**Meets Standards for School Building Leadership**
a. Candidates’ experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.
b. Candidates’ experiences include work with appropriate community organizations such as social service groups and local businesses.

**Meets Standards for School District Leadership**
a. Candidates’ experiences occur in multiple district administrator settings and allow for the demonstration of relevant knowledge and skills.
b. Candidates’ experiences include work with appropriate community organizations, parent groups, and school boards.

Standard 7.0 Narrative Explanation: **This standard addresses the importance of structured, sustained, standards-based experiences in authentic settings. The internship is defined as the process and product that results from applying the knowledge and skills described in the previous standards in a workplace environment. Application of standards-based knowledge, skills, and research in real settings over time is a critical aspect of any institutional program. The provision of graduate credit allows institutions to underscore the importance of this activity.**
Each faculty member of the final comprehensive portfolio review committee will complete the Comprehensive Portfolio Score Sheet (first two pages of Appendix B). The Comprehensive Portfolio Score Rubric (last three pages of Appendix B) will be used to evaluate the portfolio document and presentation.
Educational Administration, Curriculum and Supervision
The Comprehensive Portfolio Score Sheet

Candidate: ________________________  Semester: _______________________

Review Committee Member:  Circle one response for each item

INTRODUCTION  (Are resume, goals, executive summary included?)
- Not included
- Included

SECTION ONE: Vision (see scoring rubric)
- Does not meet expectation
- Meets expectation
- Outstanding

SECTION TWO: Instructional Leadership (see scoring rubric)
- Does not meet expectation
- Meets expectation
- Outstanding

SECTION THREE: Organizational Leadership (see scoring rubric)
- Does not meet expectation
- Meets expectation
- Outstanding

SECTION FOUR: Collaborative Leadership (see scoring rubric)
- Does not meet expectation
- Meets expectation
- Outstanding

SECTION FIVE: Ethical Leadership (see scoring rubric)
- Does not meet expectation
- Meets expectation
- Outstanding

SECTION SIX: Political and Community Leadership (see scoring rubric)
- Does not meet expectation
- Meets expectation
- Outstanding

SECTION SEVEN: Internship (see scoring rubric)
- Does not meet expectation
- Meets expectation
- Outstanding
APPENDIX  (Are required forms [advisor, peer reviewer, peer recipient, observation] included?)

Not included  Included

PRESENTATION

Does not meet expectation  Meets expectation  Outstanding

COMMENTS:

Reviewer: ________________________________

OVERALL RATING:

UNSATISFACTORY  SATISFACTORY

*NOTE: The rating will SATISFACTORY will be rendered if no responses from left column of the score sheet (‘not included’ or does not meet expectation) are circled.
The following indicators should be used to guide the scoring of the following sections of the Comprehensive Portfolio:

**Section 1: Vision**
**Section 2: Instructional Leadership**
**Section 3: Organizational Leadership**
**Section 4: Collaborative Leadership**
**Section 5: Ethical Leadership**
**Section 6: Leadership in the Larger Context**

**DOES NOT MEET EXPECTATION:**
- The narrative is of substandard quality, lacking depth of understanding and application.
- The narrative is poorly presented, disorganized and has numerous grammatical and/or syntactical errors.
- The narrative is supported with little or no scholarly literature.
- No artifacts are referenced and presented in the Appendix to support the narrative.
- The narrative is not connected to the ELCC standard.

**MEETS EXPECTATION:**
- The narrative is of sufficient quality, including a reasonable depth of understanding and application.
- The narrative is well presented, with an appropriate level of organization and few grammatical and/or syntactical errors.
- Sufficient scholarly literature is used to support the narrative.
- Appropriate artifacts are referenced and presented in the Appendix to support the narrative.
- Both the narrative and the artifacts are connected to the ELCC standard.

**OUTSTANDING:**
- The narrative is of exceptional quality, including in-depth understanding, reflection, and application.
- The narrative is unusually well presented, including a high degree organization and virtually no grammatical and/or syntactical errors.
- An extensive amount of high-quality scholarly literature is used to support the narrative.
- A large array of high-quality artifacts are referenced and presented in the Appendix to support the narrative.
- Both the narrative and the artifacts are extraordinarily well connected to the ELCC standard.
The following indicators should be used to guide the scoring of Section Seven (Internship and Field Experiences) of the Portfolio:

**DOES NOT MEET EXPECTATION:**
- The internship failed to satisfy minimum time and activity planning requirements.
- The intern failed to become involved in relevant activities that would be expected of effective educational leaders.
- Internship experience occurred in a single setting.
- The intern failed to apply skills and knowledge articulated in the ELCC and Oklahoma standards for educational leaders.

**MEETS EXPECTATION:**
- The internship included the required number of hours of activities that were collaboratively planned by the intern, site supervisor, and university supervisor.
- The intern accepted genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders.
- Internship experiences occurred in multiple settings, allowing for the demonstration of a wide range of relevant knowledge and skills.
- The intern applied skills and knowledge articulated in the ELCC and Oklahoma standards for educational leaders.

**OUTSTANDING:**
- The internship included an exceptional amount of activities that were far in excess of the minimum hours requirement, and that demonstrated well-coordinated planning efforts by the intern, site supervisor, and university supervisor.
- The intern became heavily involved in critical areas of administrative responsibility, including leading, facilitating, and decision-making.
- Internship experiences were distinguished by an unusually high variety of educational settings, with a concomitant demonstration of a wide array of knowledge and skills.
- The intern demonstrated an extensive application of leadership competency as articulated in the ELCC and Oklahoma standards for educational leaders.
The following indicators should be used to guide the scoring of the Portfolio Presentation:

DOES NOT MEET EXPECTATION:

- The synopsis lacks integration of ideas from various courses in the program of study.
- The synopsis includes no grounding in the ELCC standards.
- The candidate does not use scholarly literature to support his/her synopsis.
- The candidate provides evasive responses to faculty questions and/or relies on personal experience rather than support from the literature.

MEETS EXPECTATION:

- The synopsis includes integration of ideas generated from various courses in the program of study.
- The synopsis reflects the ELCC standards.
- The candidate cites scholarly literature to support his/her synopsis.
- The candidate provides articulate responses to faculty questions, supported by literature.

OUTSTANDING:

- The candidate distinguishes himself/herself by providing a rich, coherent synopsis that reflects broad articulation across the various knowledge bases represented by courses in the program of study.
- The synopsis is strongly undergirded by the ELCC standards.
- The candidate uses an extensive amount of high-quality literature to support his/her assertions.
- Candidate responses to faculty questions demonstrate depth of understanding, reflection, and competency. Responses further demonstrate an exceptional grasp of the scholarly literature.
APPENDIX C
PORTFOLIO DOCUMENTS

Candidates MUST include these completed documents in the Appendix (Artifacts and Documents) of the final comprehensive portfolio:

- Advisor Feedback Form (at least one);
- Peer Feedback Form (at least one as reviewer, one as recipient);
- Presentation Observation Form (at least one).

Additionally, candidates are encouraged to include Course Portfolio Evaluation Forms in the Portfolio Appendix.
Educational Administration, Curriculum and Supervision
Comprehensive Portfolio
Course Portfolio Evaluation Form

STUDENT: _________________________________________________

COURSE: __________________________________________________

INSTRUCTOR: ______________________________________________

SEMESTER: ________________________________________________

Instructions:
Courses forming a student’s M.Ed. and/or certification program contribute to the student’s competencies that are assessed through the Comprehensive Portfolio. Each student is encouraged to solicit feedback from individual course instructors about the development of relevant competencies that are part of that course. A student may include copies of these completed documents in the APPENDIX: Artifacts and Documentation of the portfolio document.

INSTRUCTOR COMMENTS:

________________________________________________________________________________________

Instructor Signature          Date
STUDENT: ________________________________________________

ADVISOR: ________________________________________________

MEETING DATE: ___________________________________________

Instructions:
Each candidate for the M.Ed. degree and/or certification should confer at least once with his/her faculty advisor about preparation of the Comprehensive Portfolio. The student should discuss his or her progress in preparing various sections of the portfolio, and may opt to submit draft narratives of the various portfolio sections. At least one of these completed forms should be included in the APPENDIX: Artifacts and Documentation of the final Comprehensive Portfolio. (THE COMPLETED FORM IS NECESSARY FOR THE STUDENT TO PASS THE COMPREHENSIVE PORTFOLIO).

Which of the portfolio components were discussed or addressed (check all that apply):

___ SECTION ONE: Vision
___ SECTION TWO: Instructional Leadership
___ SECTION THREE: Organizational Leadership
___ SECTION FOUR: Collaborative Leadership
___ SECTION FIVE: Ethical Leadership
___ SECTION SIX: Leadership in the Larger Context
___ SECTION SEVEN: Internship and Field Experiences
___ APPENDIX: Artifacts and Documentation

ADVISOR COMMENTS:

Advisor Signature         Date
Educational Administration, Curriculum and Supervision
Comprehensive Portfolio
Peer Feedback Form

STUDENT NAME: (feedback recipient): __________________________

REVIEWER NAME: (feedback provider): _________________________

REVIEW SEMESTER: __________________________________________

Instructions:
Each candidate for the M.Ed. degree and/or certification should receive formative feedback by at least one student peer about the development of the EACS comprehensive portfolio. The peer reviewer should be a current M.Ed. and/or certification student. Additionally, each student is required review at least one other student’s portfolio. In the APPENDIX: Artifacts and Documentation of the final Comprehensive Portfolio, each student should have a minimum TWO of these completed forms: One as STUDENT (feedback recipient) and one as REVIEWER (feedback provider).

Which of the portfolio components were discussed or addressed (check all that apply):

___ SECTION ONE: Vision
___ SECTION TWO: Instructional Leadership
___ SECTION THREE: Organizational Leadership
___ SECTION FOUR: Collaborative Leadership
___ SECTION FIVE: Ethical Leadership
___ SECTION SIX: Leadership in the Larger Context
___ SECTION SEVEN: Internship and Field Experiences
___ APPENDIX: Artifacts and Documentation

REVIEWER COMMENTS:
(discuss STRENGTHS, WEAKNESSES, and ADVICE FOR IMPROVEMENT)
COMMENTS, con’d:

Make TWO copies of this completed form: One for the recipient’s portfolio, and one for the reviewer’s Portfolio.

NOTE: The peer review is intended to provide formative feedback. Faculty members who review the final Comprehensive Portfolio WILL NOT use the substance of this feedback as a basis for judging the final, comprehensive portfolio review as satisfactory or unsatisfactory.
Educational Administration, Curriculum and Supervision
Comprehensive Portfolio
Presentation Observation Form

STUDENT (observer): ________________________________

PRESENTER: _______________________________________

OBSERVATION SEMESTER: ___________________________

Instructions:
Each candidate for the M.Ed. degree and/or certification should observe at least one student portfolio presentation. In the APPENDIX: Artifacts and Documentation of the final Comprehensive Portfolio, each student should have at least one of these completed forms. (THE COMPLETED FORM IS NECESSARY FOR THE STUDENT TO PASS THE COMPREHENSIVE PORTFOLIO)

Observer comments/ reflections about the portfolio presentation:

Student (observer) Signature ___________________________ Date _________________