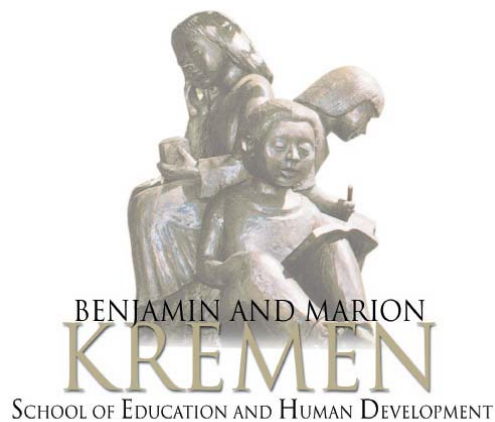


California State University, Fresno
Education Administration Program

Developing Your
Leadership Portfolio



September 2005

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**California State University, Fresno
Education Administration Program**

Requirements for the Leadership Portfolio

The Preliminary Administrative Services Credential program employs the Leadership Portfolio to provide evidence of successful program completion by candidates. The Leadership Portfolio is developed throughout the program beginning in the first semester and is presented during the final semester. Assessment of the Leadership Portfolio is performed by program faculty, school leaders, and fieldwork/internship supervisors.

What is the Leadership Portfolio?

The Leadership Portfolio is a collection of materials (such as papers, articles, certificates, projects, letters, lesson plans, pictures, audio and/or video tapes, work samples, test scores, and/or others) that have been specifically selected for a particular purpose or need. For the portfolio, all materials are related to the CTC standards that guide the program.

The Leadership Portfolio is organized in a three-ring binder with tabbed sections, a title page, and a table of contents. Materials are inserted into the portfolio during each semester and the portfolio undergoes a formative assessment each semester before the final end-of-program summative assessment. The purpose of the formative assessment each semester is to ensure that the candidate is progressing satisfactorily in the development of the portfolio.

Why develop the Leadership Portfolio?

The process of collecting materials for the portfolio obliges the candidate to continuously assess their own work and progress; to consider in retrospect what they do; how they do it; how their students, colleagues, or the people with whom they work respond; how they have improved; what worked well and what needs to be improved. This process of reflecting on the many elements involved in being a successful school leader helps candidates develop habits of mind, an approach to problem solving and decision making which research suggests contributes strongly to being a fully effective educational leader. The actual data and material of the Leadership Portfolio provides them with organized tangible evidence of their work, how they have grown, and what they have accomplished. At the same time, the candidate's evaluators can assess a number of materials reflecting the progress of the candidate. The skills involved in this process are central to the career ladder programs being implemented by some school districts. Research has suggested that among the various systems to assess students and administrators, the development and assessment of a portfolio is one of the most popular and effective.

Materials to be included in the Leadership Portfolio.

The development of the Leadership Portfolio begins with the first semester of coursework in the Preliminary Administrative Services Credential program. In EAD 261 Introduction to Educational Administration, candidates receive an overview of the Leadership

Portfolio and begin to select materials to place in the portfolio. Some of the materials are required, while others are of an elective nature.

The Leadership Portfolio has eight sections, corresponding to candidate personal information, the six CPSEL standards (California Professional Standards for Educational Leaders), and assessments. Each section will have required elements, plus any additional materials that the candidate elects to include.

Some of the assignments in coursework or fieldwork may not call for a written component. If the candidate chooses to include such an assignment, then a summary of the learning experience and reflection must be written and included in the portfolio.

Personal Information

In this section, the candidate will present personal information including a copy of her/his current resume, a copy of the current credential(s), at least two reference letters, a copy of current unofficial transcripts for coursework in the Education Administration Program (The candidate may access these at any time using her/his email address and password on the university website.) plus any additional materials that the candidate wishes to incorporate. Such additional material may include certificates, honors, an autobiography, and so on. The required materials in Section 1 are inserted into the portfolio in the first semester and the instructor of EAD 261 completes the first formative assessment of the portfolio.

Standard 1: Shared Vision of Learning

In this section, the candidate will include evidence of her/his learning about developing a shared vision of learning. Three required assignments must be included:

Leadership Portfolio (Final semester)

- Candidates will review/rewrite their personal vision statement at the end of the program and place the most recent version first. This activity is assessed during the portfolio assessment in the final semester. (CTC 6.a.1, 6.a.2, 6.a.3, 6.a.4, 6.a.5, 6.e.3, 14.e)

EAD 261 Introduction to Education Administration

- The candidate will identify in a short paper barriers to accomplishing an organizational vision and will present a plan to overcome the major barriers which promotes equity, fairness, and respect among all members of the school community. (CTC 10.d, 11.f)

Leadership Portfolio (Final semester)

- Candidates place their educational platform in their Leadership Portfolio and it is assessed as part of the overall portfolio assessment that takes place in the final semester. (CTC 6.a.1, 6.a.2, 6.a.3, 6.a.4, 6.a.5, 6.e.3, 14.e)

Candidates may also choose one or more additional assignments or other evidence of learning related to the standard of Shared Vision of Learning to include in this section.

Standard 2: Culture of Teaching and Learning

In this section, the candidate will include evidence of her/his learning about developing a culture of teaching and learning. Three assignments from the following must be included:

EAD 261 Introduction to Education Administration

- The candidate will identify the means in a short paper to shape a school culture where high expectations for all students and for all subgroups of students is the core purpose. (CTC 11.d)

ERF 288 Measurement and Program Evaluation

- The candidate will access data electronically from the Ed-DATA and JFTK (Just for the Kids) websites and report on subgroup differences and what these differences mean for instruction. (CTC 11.j, 12.j)

ERF 288 Measurement and Program Evaluation

- The candidate will review a program that is part of the overall school program and analyze its effectiveness, with recommendations for improvement, and present the findings to the class. (CTC 6.b.2, 6.c.3)

ERF 288 Measurement and Program Evaluation

- The candidate will review student, school, and classroom data and discuss the ways in which the data can inform classroom instruction. (CTC 6.b.2, 6.e.2, 10.a)

EAD 262 Educational Leadership

- The candidate will study how transformational and instructional leadership can be used to shape the school's culture to emphasize student achievement. Case studies will be used to allow candidates to design strategies that have an impact on school culture. The instructor assesses each candidate on her/his participation in these activities. (CTC 11.d)

EAD 272 Seminar in Advanced Curriculum Evaluation and Development

- Candidates will evaluate five curriculum guides in a group exercise and submit their findings. Each candidate will submit an in-class reflection and evaluation of the exercise. (CTC 6.b.1, 11.h, 11.i)

EAD 272 Seminar in Advanced Curriculum Evaluation and Development

- Candidates will work in groups to design a standards-based curriculum guide aligned with the California State Content Standards in one of two core areas—English Language Arts or Mathematics. Each student will complete an in-class reflection and evaluation of the exercise. (CTC 6.b.1, 6.b.4, 6.c.5, 11.h, 11.i, 14.i)

EAD 272 Seminar in Advanced Curriculum Evaluation and Development

- Groups of three candidates will work together to craft a 30-minute presentation based on a chapter from *Classroom Instruction That Works* or a similar related text. Each team will provide a handout not to exceed two pages. Each team member will submit a one-page independent reflection connecting the chapter topic, California's State Standards, curriculum alignment and school leadership and will include knowledge of diverse learning styles and differentiated instruction strategies that address the needs of all learners and staff. The presentation will be evaluated by classmates according to a rubric designed by the class. (CTC 6.b.3, 10.f, 11.a, 11.i)

EAD 272 Seminar in Advanced Curriculum Evaluation and Development

- Candidates, working in groups, will design an analytical rubric to scaffold student learning in the language arts. Candidates will then evaluate and amend the rubric for the evaluation of class presentations on research-based teaching strategies. (CTC 11.a.)

EAD 263 Seminar in Instructional Supervision

- The candidate, using a rubric based on best practices, will analyze data from her/his site or another school and will develop a plan, including specific strategies to improve student achievement consistent with the vision. (CTC 6.b.4, 10.e)

EAD 263 Seminar in Instructional Supervision

- The candidate will develop a table of the professional development needs of her/his staff, based on student data, a survey and best practices research, and develop a professional development plan focused on improving teaching and learning. (CTC 6.5.b, 11.b)

ERF 220 Research in Education

- The candidate, working in a team, will design and present to the class a research proposal dealing with an element of the school program. (CTC 6.b.2,)

ERF 220 Research in Education

- The candidate will critique two research articles related to elements of school programs. (CTC 6.b.2)

Candidates may also choose one or more additional assignments or other evidence of learning related to the standard of Culture of Teaching and Learning to include in this section.

Standard 3: Management of the School in the Service of Teaching and Learning

In this section, the candidate will include evidence of her/his learning about management of the school/site in the service of teaching and learning. Two assignments from the following must be included:

EAD 263 Seminar in Instructional Supervision

- A central office administrator in charge of human resources will present the schema for recruiting, contracting, inducting, retaining, and supporting all staff, including those with disabilities, as well as the monitoring and supervision of certificated and non-certificated faculty and staff. The candidate will then write a 2 to 3 page report on recommendations for improving these functions at her/his site or district. (CTC 6.c.1, 6.c.2, 6.c.7, 12.h)

EAD 267 or EAD 268 Administrative Fieldwork I or II

- The candidate will lead a meeting at her/his school site that involves some form of problem-solving and/or collaborative decision-making. The candidate will then write a summary of the meeting, the persons involved, and how she/he helped resolve the issue. (CTC 6.c.4, 6.e.1, 14.a, 15.c, 15.f)

EAD 269 Site-Based Leadership

- A site-principal will present the process for aligning and targeting all school resources towards increased student achievement and then the candidate will develop strategies for site-based budget management and will present them to the class. (CTC 6.c.9, 10.c, 12.d)

EAD 269 Site-Based Leadership

- The candidate will develop and implement an accountability system to aid in monitoring of student achievement and teacher practice and will present her/his system to the class (CTC 12.a, 12.b)

EAD 269 Site-Based Leadership

- The candidate will develop and implement an accountability system to aid in monitoring of student achievement and teacher practice and will present her/his system to the class (CTC 12.a, 12.b)

EAD 269 Site-Based Leadership

- The candidate will participate in a collaborative analysis of teacher contracts to help them understand and adhere to legal expectations, rights and requirements in regard to personnel issues. (CTC 12.c)

EAD 269 Site-Based Leadership

- The candidate will participate in simulations exposing them to a variety of strategies that promote a positive school, collaborative decision-making, and shared leadership and will write a two page reflective paper on the learnings gained. (CTC 12.e, 12.f)

EAD 269 Site-Based Leadership

- The candidate will develop and report on a variety of resources/strategies to monitor and respond to student behaviors that are not conducive to student learning. (CTC 12.g)

Candidates may also choose one or more additional assignments or other evidence of learning related to the standard of Management of the School in the Service of Teaching and Learning to include in this section.

Standard 4: Working With Diverse Families and Communities

In this section, the candidate will include evidence of her/his learning about working with diverse families and communities. Two assignments from the following must be included:

EAD 261 Introduction to Education Administration

- The candidate will develop a socio-economic and demographic profile of his/her school/site which includes student data by subgroups, and emphasizes community stakeholders. (CTC 13.e)

EAD 261 Introduction to Education Administration

- The candidate will participate in a mock interview with the media and will present an effective case for support of our schools. (CTC 13.f)

EAD 261 Introduction to Education Administration

- The candidate will write a short (3-5 pages) paper addressing questions regarding their own attitudes toward persons of different races, socio-economic status, cultures, religions and ethnic backgrounds as well as their attitudes toward sexual orientation and individuals with disabilities and how these attitudes and actions support or diminish the goal to ensure that all students receive equitable access to education. (CTC 6.d.6, 13.a, 13.b)

EAD 267 or EAD 268 Administrative Fieldwork I or II

- The candidate will develop and implement an activity for her/his school/site that enhances the development of cultural proficiency within the school and its community. (CTC 13.c, 13.d)

EAD 267 or EAD 268 Administrative Fieldwork I or II

- The candidate will develop a plan for encouraging community members to assist at the school and will present the plan to the school principal. The principal will sign off on the plan. (CTC 6.d.2, 13.e, 13.g, 14.f)

EAD 267 or EAD 268 Administrative Fieldwork I or II

- The candidate will write an article for the school newsletter on some aspect of instruction and how parents can contribute to their child's education and turn in a copy of the newsletter with the article. (CTC 6.d.3, CTC 6.d.4, 6.e.4, 13.f, 14.d)

EAD 267 or EAD 268 Administrative Fieldwork I or II

- The candidate will develop and implement a community activity night at the school incorporating issues relevant to parents, with particular emphasis on those families whose primary home language is a language other than English. (CTC 6.d.5. 13.g)

Candidates may also choose one or more additional assignments or other evidence of learning related to the standard of Working With Diverse Families and Communities to include in this section.

Standard 5: Personal Ethics and Leadership Capacity

In this section, the candidate will include evidence of her/his learning about personal ethics and leadership capacity. The first assignment below is required plus one additional item of evidence must be included:

Leadership Portfolio (Final semester)

- The candidate will write her/his own professional development plan, which refers to her/his personal vision, identification of strengths and areas for growth, means in which she/he will balance professional and personal life, and her/his growth in the Descriptions of Practice (CTC 14b, 14.e, 14.f, 14.g, 14.h, 14.j)

EAD 267 or EAD 268 Administrative Fieldwork I or II

- The candidate will lead a meeting at her/his school site that involves some form of problem-solving and/or collaborative decision-making. The candidate will then write a summary of the meeting, the persons involved, and how she/he helped resolve the issue. (CTC 6.c.4, 6.e.1, 14.a, 15.c, 15.f)

Candidates may also choose one or more additional assignments or other evidence of learning related to the standard of Personal Ethics and Leadership Capacity to include in this section.

Standard 6: Political, Social, Economic, Legal and Cultural Understanding

In this section, the candidate will include evidence of her/his learning about political, social, economic, legal and cultural understanding. Two assignments from the following must be included

EAD 267 or EAD 268 Administrative Fieldwork I or II

- The candidate will attend and write a brief report on a meeting of these two groups:
 - School board
 - School Site Council (CTC 15.d)

EAD 267 or EAD 268 Administrative Fieldwork I or II

- The candidate, working alone or in a group, will develop a plan that describes how schools and the community can work together in the creation of a safe, well-

maintained and productive environment for learning. The candidate will write a summary of the plan with stakeholder involvement and outcomes. (CTC 6.c.6, 6.c.8, 6.d.1, 6.f.3, 6.f.5, 11.g, 13.a, 13.b, 13.g, 15.a)

EAD 267 or EAD 268 Administrative Fieldwork I or II

The candidate will review the policy manual of the school district, select two policy issues, and provide a written summary (1-2 pages) of their impact on the academic program at the school/site. (CTC 7.f)

EAD 269 Site-Based Leadership

- The candidate, individually or in a group, will conduct research and present to the class on a particular aspect of the ways in which schools operate within the context of the overall school system and the parameters of the respective rules and regulations. (CTC 6.f.1, 6.f.2, 6.f.4, 15.b, 15.e)

Candidates may also choose one or more additional assignments or other evidence of learning related to the standard of Political, Social, Economic, Legal and Cultural Understanding to include in this section.

Assessments

Successful completion of the Leadership Portfolio is required for program completion. A summative assessment takes place in the final semester of the program and the assessors sign off if the portfolio meets all requirements.

The assessments consist primarily of the end-of-program portfolio defense and the field-experience journal. However, ongoing formative assessment involves multiple means which may include presentations in class and onsite, interviews, reports, structured activities, examinations, written narratives of leadership activities and tasks, work samples, action research projects, to name a few.

Formative Assessments

Before the end of each semester, the instructors of EAD 261 (first semester), EAD 262 (second semester), EAD 263 (third semester), and EAD 269 (fourth semester) will review the contents of the portfolio and provide formative feedback to the candidate. The candidate's advisor and fieldwork supervisor will also provide formative feedback upon request by the candidate. Additionally, the candidate is encouraged to seek formative feedback before the summative assessment from her/his district mentor.

Pages are provided in this handbook for the formative assessment of the candidate by instructors of the courses noted, as well as the advisor, fieldwork supervisor, and district mentor. Instructors, advisors, and supervisors are encouraged to provide meaningful feedback to prepare the candidate for the summative assessment. The pages for formative assessment must be included in the Assessments section of the Leadership Portfolio. The candidate is encouraged to engage in a dialogue with each of the persons

providing formative assessments in order to gain a fuller understanding of the competencies required to become a successful educational leader.

Summative Assessment

Activities that are included in the portfolio undergo a final assessment at the end of the program. The candidate presents the portfolio to three or more assessors; faculty advisor, district mentor, fieldwork/internship supervisor, and possibly one or more district leaders which may include the superintendent. The portfolio presentation is evaluated using the rubric found in *Moving Leadership Standards Into Everyday Work: Descriptions of Practice* (WestEd, 2003). Candidates must perform at least at the “Practice that approaches the standard” level to be nominated for the Preliminary Administrative Services Credential. University faculty members will provide a copy of the rubric if the candidate cannot obtain one otherwise. The formal sign-off sheet found in this handbook is to be included at the end of the Leadership Assessment portfolio.

Immediately, upon completion of the portfolio summative assessment, the assessors (judges) will share the results of the assessment with the candidate. Candidates who do not successfully meet all standards should refer to the appeal procedures described in this handbook.

Other assessments

The required components of this subsection include the candidate’s and district mentor’s final assessment of fieldwork or internship and the reflective journal from the final semester of fieldwork or internship. The candidate should also select one or more additional assessments from the program and/or employment that reflect growth toward the standards.

Appeal procedures

Any candidate who does not successfully meet all standards of the summative assessment of the Leadership Portfolio will develop a written plan with her/his university advisor for candidate acquisition and demonstration of competency necessary to satisfy any and all standards not met and submit the plan to the Program Appeal Committee (consisting of two faculty members and a representative from the district. No more than one of the judges/assessors who assessed the candidate’s performance may serve on the Program Appeal Committee). Upon successful completion of the plan and demonstration of performance, the Program Appeal Committee will provide written documentation verifying successful completion of the standard(s).

If the candidate’s plan and demonstration of performance are still not considered satisfactory, the candidate may appeal in writing to the Dean of the Kremen School of Education and Human Development, using the established university protocol for appeals.

**Formative Assessment of the
Leadership Portfolio**

Semester 1: Instructor of EAD 261
Comments and suggestions:

Semester 2: Instructor of EAD 262
Comments and suggestions:

Semester 3: Instructor of EAD 263
Comments and suggestions:

Semester 4: Instructor of EAD 269
Comments and suggestions:

**Formative Assessment of the
Leadership Portfolio**

Candidate's Advisor

Comments and suggestions:

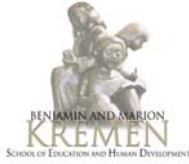
Candidate's Fieldwork/Internship Supervisor

Comments and suggestions:

Candidate's District Mentor

Comments and suggestions:

California State University, Fresno
Education Administration Program
Summative Assessment of the
Leadership Portfolio



We certify that the undersigned candidate has successfully met all competencies of the Education Administration Program of California State University, Fresno as prescribed by the California Commission on Teacher Credentialing, and as demonstrated by performance throughout the program and in the defense of this Leadership Portfolio.

Candidate Name _____

Assessors:

District Mentor:		

Name	Signature	Date

University Fieldwork/Internship Supervisor:		

Name	Signature	Date

University Advisor:		

Name	Signature	Date

District Superintendent or Designee:		

Name	Signature	Date

**California State University, Fresno
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Scoring sheet for the Leadership Portfolio of _____

All standards required in this assessment must be met with a minimum of “Practice that approaches the standard” in the rubric found in *Moving Leadership Standards Into Everyday Work: Descriptions of Practice* (WestEd, 2003).

<i>Rating and comments</i>	
<i>Section:</i>	<i>Meets the minimum standard</i>
Personal Information	___ Yes ___ No
Standard 1: Shared Vision of Learning	___ Yes ___ No
Standard 2: Culture of Teaching and Learning	___ Yes ___ No
Standard 3: Management of the School in the Service of Teaching and Learning	___ Yes ___ No
Standard 4: Working With Diverse Families and Communities	___ Yes ___ No
Standard 5: Personal Ethics and Leadership Capacity	___ Yes ___ No
Standard 6: Political, Social, Economic, Legal and Cultural Understanding	___ Yes ___ No
Assessments	___ Yes ___ No