

EDUCATIONAL LEADERSHIP The Program Portfolio

Wingate University
School of Graduate and Adult Education



Prepared as a guide for meeting the requirements
of EDLD 697 by:

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Table of Contents

What is a Program (Showcase) Portfolio?	4
What is the purpose of a Program (Showcase) Portfolio ?	4
Who will be the audience?	4
What is the basic structure of the Portfolio?	4-5
What are the basic parts of the Portfolio?	5
In what format can the Program Portfolio be submitted?	6-7
What is a reflection?	7
When should a developer write a DAF?	8
What are some strategies for writing a DAF?	8
How will the portfolio be assessed?	8-9
Will the Educational Leadership Constituent Council (ELCC) Standards be addressed in my portfolio?	9
Are they ELCC or ISLLC Standards?	10
What are the legal issues involved in the portfolio development?	10
Appendix A - Grading Rubric	11
Appendix B – Sample Reflective Questions	12
Appendix C - Educational Leadership Constituent Council (ELCC) Standards	13-14
Appendix D – Sample DAF	15-20
Appendix E - References	21

What is a Program (Showcase) Portfolio?

A program portfolio in a showcase style is a purposeful collection of evidence with thoughtful reflections and is specifically designed for outside review. The Program Portfolio serves as an alternative to conventional resumes, showcases skills, and provides job-seekers with advantages. A Program Portfolio can be used to demonstrate professional growth based on personal needs or interests, used for required licensure purposes or reemployment.

What is the purpose of a Program (Showcase) Portfolio for education leadership students of Wingate University?

The purpose of the Program Portfolio is to document that each education administrative leader can meet specific standards for leadership in schools based on their work in the Educational Leadership Program of Wingate University. Education leadership students will use the Portfolio to demonstrate professional growth based on the coursework as required for licensure or re-employment. Remember, the evidence presented in the portfolio should be what the developer believes to be his or her best work.

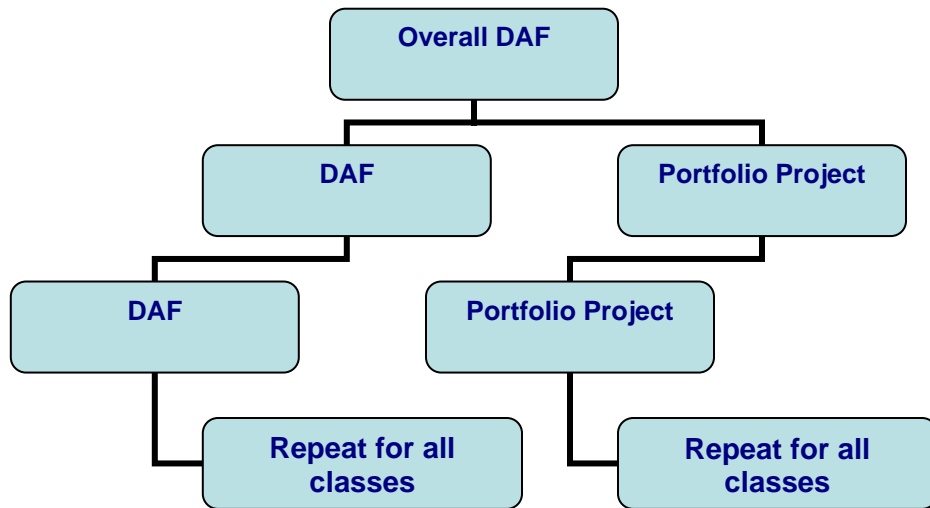
Who will be the audience?

The final Portfolio will be viewed by representatives of Wingate University graduate faculty and community representatives such as principals, superintendents, Advisory Council members or peers of the candidate who have already achieved a master's degree in Educational Leadership.

What is the basic structure of the Portfolio?

The basic structure of the Portfolio will include an overall Description-Analysis-Future Impact (DAF) for the program experiences and outcomes. To meet the requirements for the program, each developer must also write a reflection for the course portfolio project. A DAF is required for every class. (See Diagram Below)

Basic Structure of Portfolio



The developer will model effective written communication skills in an academic setting throughout the portfolio. The developer will use proper grammar and exact spellings throughout the Portfolio. APA editorial style format is required for the Portfolio. APA editorial style consists of rules or guidelines that a publisher observes to ensure clear and consistent presentation of written material. Editorial style concerns uniform use of such elements as: punctuation and abbreviations; construction of tables; selection of headings; citation of references; presentation of statistics; and, as well as many other elements that are a part of every manuscript. (APA style). (n.d.) *APA online*. Retrieved September 2, 2007, from <http://apastyle.apa.org>.

What are the basic parts of the Program Portfolio?

The basic parts of the Program Portfolio are the culminating projects of each course and a DAF for each course as required by Wingate University for the completion of the Educational Leadership Program. The final Portfolio will include:

- Professional Cover Page
- Table of Contents
- Overall DAF/ Description-Analysis-Future Impact for your whole graduate program
- DAF for each course
- Portfolio Project for each course

In what format can the Program Portfolio be submitted?

The format of the Program Portfolio must be submitted in Taskstream.

Wingate University
TaskStream Orientation
Electronic Portfolio Orientation - Graduate

1. Your program portfolio will be done in the TaskStream webfolio system.
2. This system will allow you to use the pre-created Wingate University template to upload your portfolio documents that you are creating throughout your program.
3. Each course, in your electronic portfolio, will have a pre-determined slot to upload both your reflection (DAF) and the project that you created for each class during your program.

Finding your way:

1. Go to www.taskstream.com
2. Click "subscribe/renew today"
3. Click "create new taskstream subscription"
4. Click "I am a participant in a College/University....."
5. Follow instructions – need credit card, or you can fill out most of the form and call them for instructions on using a check (takes longer)
6. Email Dr. White (awhite@wingate.edu) when you've bought an account (1 semester is the minimum...only about \$25) and I'll pull your name and enroll you in our Wingate University programs. This will give you access to the template for your program. **Be sure you tell me which program you're completing in the email!!!!**
7. Once I've enrolled you, when you go to create your webfolio, you'll be able to choose "use a template from my learning community" and the template will be there for you....all you do is upload!

Some hints for you:

1. remember when creating your documents, that not all professors and outside readers have all file formats. Please save your final version of documents as either RTF or Word 2003. Otherwise, you may have to revise after you've turned it in so the people assigned to grade you can open all your files!
2. If you use images, use common extension like JPEG to save scans, photos, etc. PDF also works well.

3. Remember to constantly back up the documents and scans you are planning to upload....computer crashes will not be a reason for failure to turn in your portfolio on time. Googledocs can be a nice backup storage for documents!

Creating your Portfolio

1. To begin, TaskStream calls it a “webfolio”, so you’ll go to the area where you create a new webfolio or webpage.
2. You have to begin the creation of a new folio in order to see the templates. When we send these out for evaluation, it’s anonymous, so please don’t use your name in the title of your portfolio when creating it.
3. Then you’ll use a custom template (designed by your learning community)
4. From the pull-down menu, you’ll select “MAED or MAT or EDLD”
5. There is a pre-loaded background theme for Wingate University
6. Then, you will see (if you choose left navigation) all the pre-loaded categories on the left to guide you!
7. After you tab to “edit content”, you’ll have the opportunity to click on a guide on folio creation...that’s very useful. Once you’re in “edit content” all you have to do is click on a class, and then at the bottom use the attachment feature to put your DAF and project in the right slot.
8. You do NOT “share your work” at the end. You can do that if you want feedback along the way, but in the end, you’ll upload your entire folio into our DRF (that’s the special area in TaskStream I’ll create for you. The rubric, everything is in the DRF...

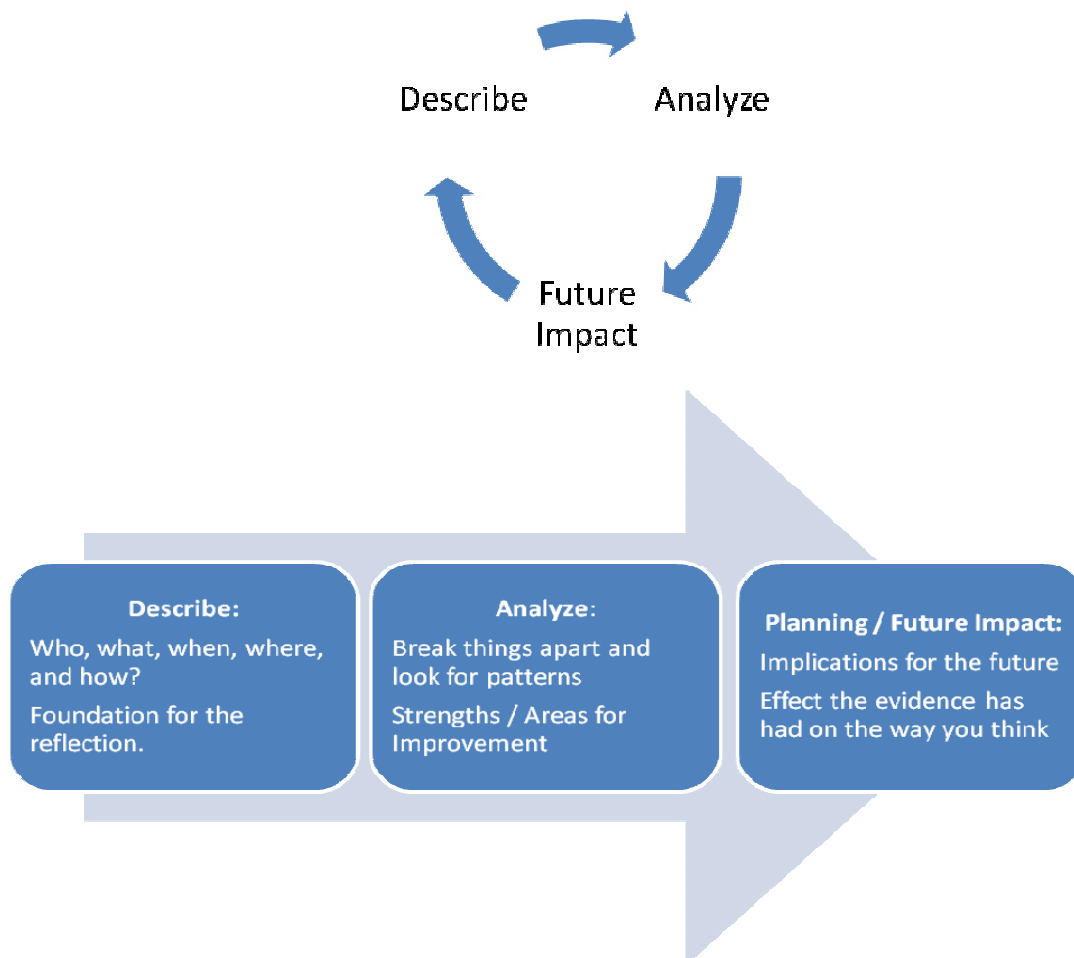
The DRF – directed response folio

1. When you’re ready to submit your portfolio for evaluation, you MUST submit it for evaluation. Just because you’ve created it, doesn’t mean we can see it or grade it.
2. Click on the “home” tab, and find your DRF (Graduate Portfolio Submissions, EDLD Graduate Portfolios, etc).
3. You need to upload your portfolio to the correct DRF area
4. It asks you from where you want to upload, and you’ll choose “a document created in TaskStream”
5. Once you’ve uploaded it, you must continue the process of submitting and confirming your submission. Be sure to print the submission confirmation page when it appears. If you don’t see this confirmation, you’ve NOT submitted your portfolio!
6. Once you’ve printed this, there’s no need to email and check that we received it. Keep that page.

You will receive your portfolio grade and scores back via email when the 2 evaluators are done, and the scores have been reconciled.

What is a reflection?

- (DAF) Reflection is the key component in portfolio development. It requires the developer to think about what they are doing, why they are doing it, what the outcomes are, and how the information can be used for continuous improvement. Reflection requires the developer to look at information and events, to think about them, and critique them. Students will write a reflection on the major project(s) for each course taken in the program. The reflection will follow the Description-Analysis-Format (DAF) (see diagram below) format set forth in the Bullock & Hawk's "*Developing a Teaching Portfolio*". The Portfolio will focus on both the process and the product and will be accompanied by supporting materials (i.e., course projects). This material is limited to textual and graphic information only. The (decorations or special dress) or photographs (unless scanned or digitally reproduced) are unnecessary.



When should a developer write a DAF?

A developer should write a DAF as close to the project completion date as possible. If too much time lapses between the completion of the project and the writing of the DAF, important and relevant information may be lost and/or omitted.

What are some strategies for writing a DAF?

The developer should develop a list of core questions to begin the reflection process. The questions will help the developer describe and analyze the evidence. (Appendix B is a listing of possible questions for the DAF process.) A plus/delta T chart is a simple process tool that allows a person to visualize his or her strengths and areas to improve.

+ (Strengths)	Δ Areas of Improvement

How will the portfolio be assessed?

The portfolio will be assessed by using the criteria in the M.A. Ed. in Education Leadership/Add-on School Administration Program Portfolio Grading Rubric (Appendix A).

- Five assessment criteria:

Descriptions

Assessment of the description of the relevant experiences encountered during the major project required for each course.

Work sample amplifies the descriptive reflection.

Analysis

Assessment of the analyses of project and course experiences.

Future Impact

- Three assessment levels:

Exceptional (Pass with Distinction)

Satisfactory (Pass)

Unsatisfactory (Fail)

Will the Educational Leadership Constituent Council (ELCC) Standards be addressed in my portfolio?

Yes. The portfolio is a place to reflect on accepting and addressing the ELCC standards as you progress through each course in Educational Leadership. Each course will provide the candidate with experiences in integrating theory, knowledge, best practice, and in learning how to make the standards relevant. The ELCC standards are of extreme importance in creating, nurturing, and sustaining a culture and climate that values a school within its political, social, economic, legal, and cultural context. (Appendix C) The principal intern will identify and explain the standards that are applicable in each section of the portfolio through the reflection at the end of each course.

Are they ELCC or ISLLC Standards?

The National Policy Board for Educational Administrations (NPBEA) was founded in 1988. The NPBEA Board of Directors appointed a working group made up of representatives to develop a set of guidelines for National Council for the Accreditation of Teacher Education (NCATE) for accreditation of advanced programs in Educational Administration. This working group became known as the Educational Leadership Constituent Council (ELCC). The subsequent guidelines were used for the appraisal of university-advanced programs in educational administration seeking NCATE accreditation.

The Council of Chief State School Officers (CCSSO) is the national organization of leaders of state departments of education or heads of other departments of elementary and secondary education. In 1994, the CCSSO developed a framework for redefining school leadership through standards for Educational Leadership. The Interstate School Leaders Licensure Consortium (ISLLC) is a subset organization of the CCSSO. The purpose of ISLLC is to foster ways for states to work collaboratively to develop and implement assessments, professional development activities, and licensing procedures for school leaders. Its goals are to raise the bar for school leaders and to redefine Educational Leadership.

The *ISLLC Standards for School Leaders (1996)* are similar to the ELCC guidelines because of both groups' cooperative relationship with the National Policy Board. The ISLLC standards were adopted in 1996 and are in use throughout the country. The ELCC guidelines have been revised to incorporate both the performance-based direction NCATE is pursuing and the ISLLC standards. This provides for a consistent set of criteria for preparation programs and the professional development of existing school leaders. (Wilmore, 2002, p. 10-12).

What are the legal issues involved in the portfolio development?

There are very few laws related to this, but there are ethical guidelines that should be followed:

1. Avoid using a person's name. Refer to students/teachers/principals anonymously in reflections.
2. If using pictures, have permission of persons in the photographs.

Master's Portfolio Grading Rubric

Student _____	Semester _____		
Criteria	Satisfactory (Pass with Distinction)	Satisfactory (Pass)	Unsatisfactory (Fail)
Description	<p>_____ Consistently describes relevant experiences with clarity and detail</p> <p>_____ Carefully selected work samples amplify reflections</p>	<p>_____ Describes relevant experiences with adequate clarity and detail</p> <p>_____ Representative work samples provided</p>	<p>_____ Descriptions are unclear, sketchy and/or lack detail</p> <p>_____ Work samples if provided are compilational and/or have little relevance to reflections</p>
Analysis	<p>_____ Thorough and deep analysis of experiences</p>	<p>_____ Adequate analysis of experiences</p>	<p>_____ Analysis is lacking or superficial in nature</p>
Planning	<p>_____ Demonstrates depth and insight in application of experiences to future educational leadership behavior</p>	<p>_____ Applies experiences to future administration</p>	<p>_____ Application lacks insight or is superficial in nature</p>
Organization	<p>_____ Very well-organized; user-friendly</p>	<p>_____ Generally well organized</p>	<p>_____ Lacking in organization</p>
Communication	<p>_____ Models a refined ability to communicate effectively in an academic setting</p>	<p>_____ Communication is generally effective and appropriate to academic setting</p>	<p>_____ Communication skills are poor or inappropriate to academic setting</p>
OVERALL RATING:	PASS WITH DISTINCTION	PASS	FAIL

Comments:

Appendix B

Sample Reflective Questions

Develop a core list of questions to start the reflection process. The questions should help the developer describe and analyze the evidence.

DESCRIBE:

1. Describe your planning process:
 - What type of project did you develop?
 - What was/were the objectives?
 - For who was the project designed?
 - What standards were addressed?
 - What were your expected outcomes?
2. Describe how you presented the material:
 - Describe the process you used to present the key ideas.
 - What questions did you ask?
 - How did your group react?
 - What did they do?

ANALYZE:

1. Describe the strengths and weakness of your presentation.
 - How did things go?
 - What was your overall feeling?
 - What was effective / ineffective about your course and project?
 - Did you achieve the desired outcomes?
 - Where there outcomes you did not expect?
2. Describe how well you used the information you learned and the appropriateness of the project for the intended outcomes.

PLAN / DESCRIPTION-ANALYSIS-FUTURE IMPACT:

1. Reflect on how this lesson will impact future behaviors and attitudes.
 - What techniques will you use again?
 - Which will you not use?
 - What modifications will you make?
2. What did you learn about yourself as a teacher and educational leader?
3. What did you learn from your peers?

Appendix C

Educational Leadership Constituent Council (ELCC) Standards:

1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.

Elements:

- 1.1—Develop a vision
- 1.2—Articulate a vision
- 1.3—Implement a Vision
- 1.4—Steward a Vision
- 1.5—Promote Community Involvement in the Vision

2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Elements:

- 2.1—Promote Positive School Culture
- 2.2—Provide Effective Instructional Program
- 2.3—Apply Best Practice to Student Learning
- 2.4—Design Comprehensive Professional Growth Plans

3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Elements:

- 3.1—Manage the Organization
- 3.2—Manage Operations
- 3.3—Manage Resources

4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Elements:

- 4.1—Collaborate with Families and Other Community Members
- 4.2—Respond to Community Interests and Needs
- 4.3—Mobilize Community Resources

5. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Elements:

- 5.1—Acts with Integrity
- 5.2—Acts Fairly
- 5.3—Acts Ethically

6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Elements:

6.1—Understand the Larger Context

6.2—Respond to the Larger Context

6.3—Influence the Larger Context

7. A school administrator is an educational leader who promotes the success of all students through substantial, sustained, standards-based experiences in real settings that are planned and guided cooperatively by the institution and school district personnel for graduate credit.

Elements:

7.1—Substantial

7.2—Sustained

7.3—Standards-based

7.4—Real Settings

7.5—Planned and Guided Cooperatively

7.6—Credit

Appendix D

Sample DAF

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ED 534: Understanding and Using Research Methods and Techniques

Description

I attended this course in the fall of 2006. Understanding and Using Research Methods and Techniques was a class that taught me how to explore and use research in the elementary classroom. The instructor modeled techniques and procedures for implementing everyday research within a teacher's own classroom. In addition, strategies were provided as to what to do with the results of that informal everyday research to benefit students. The course content was very conceptual in nature, and the challenge of the course was how to make practical and useful sense of conceptual ideas often found in research.

Exposure to the research process was very informative at this stage of my program process. I was fairly familiar with the process of reviewing literature and research conducted by organizations, and had some experience with reading research articles in the academic field. This course however took my existing knowledge to the next level, stretched my understandings, and forced me dissect research concepts in a way I had not previously done. The importance of quality research, and how to decipher different styles of research, was discovered as well as how I could create and execute research of my choosing to gain better insight about my own teaching interests.

As a class we studied the difference between qualitative and quantitative research and the proper way to apply the findings from such research. In addition we examined tools of measurement concerning data gathering and explored the results of those data findings from a critical perspective to illustrate the deceiving nature of some statistical reporting. We also examined characteristics of research studies and created criteria to be mindful of when conducting research.

We reviewed and critiqued many research articles and research studies in an effort to become familiar with the varying types of research styles and techniques. In addition exposure to many different examples of research studies provided guidance for the final project and portfolio component in this course. I created a research proposal on a chosen topic to explore the way in which a research proposal is executed. I was asked to complete an overall picture of a research proposal with all the necessary components; background, problem statement, literature review, data collection procedures and instruments, and proposed data analysis, as if I were being funded to carry out this research.

I began by examining many topics and exploring my personal interests and beliefs about how to improve a component of teaching or education that would connect with me. As I was currently employed with a school system and working with first grade students as an assistant teacher, I decided to choose a topic I felt would benefit the type of students that I worked with. Having recently completed the course concerning arts in the curriculum and my own personal background and interest in music, I chose to explore how music could affect learning in first grade students. The next step was to search for research that had already been completed, or conduct the literature review, on this topic. Finally, I was asked to describe the ways in which I intended to collect data that would attempt to provide answers or correlations to my research question. I described each task that would be used to collect data and how that task would illustrate what I hoped to prove. In addition I created a timeline in which the data collection process would take place. I finished with a section describing the projected outcome of the research proposal pending all the components of the process were a success.

Analysis

Creating a research proposal was both a great and gratifying accomplishment. Throughout the process I felt success and frustration. Extensive research is not a topic that is familiar to me or used practically on a day to day basis. For this reason, I often found that relating to the content and understanding the implications of many research projects challenging. After deciding on the subject I would focus on for my research proposal, I felt that I did a very nice job explaining my interest in the topic. The background for the proposal was very connected to my everyday interactions and for this reason I believe it was easier for the tasks to resonate with me and how they would be used for the betterment of the students involved (see documentation ED 534-A).

One element of research that I found challenging was understanding the proper technique for recording references used in my research process. Although it was task we worked on throughout the course, and I was familiar with from my undergraduate work, the fine details of how to properly indicate the markings for reference was difficult to accomplish without some additional critique from my professor (see documentation ED 534-B). This is one area of formal research proposal where I felt very unsure of my work. However, the professor in this course was very supportive and encouraged me by explaining that reference to citations within text was the portion of research that attributed the ideas recorded to their original author (see documentation ED 534-C) and the reference page expanded on those citations for further research by others. While both were important to recount correctly, it would be more misleading to misrepresent an idea than to make a mistake recording the expanded reference. Dr. Costner was very supportive in this area of research that seemed so difficult to navigate and constantly provided opportunities for me to learn from my mistakes in a constructive manner.

An additional tool that I found very beneficial when completing my research proposal was the emphasis placed on peer support. We were constantly encouraged to help our peers in the class with editing and review. I learned that research was not meant to be conducted alone without feedback from those around you in your same field of profession. For this reason I found peer editing to be very beneficial to my final research proposal construction (see documentation ED 534-D). Having the opportunity to read and critique my classmates research proposals and in turn having my peers read and critique my research proposal proved a very effective way to foster constructive criticism among each other and helped teach us how to use our colleagues as critics in a supportive manner.

Future Impact

Writing my own research proposal allowed me to experience firsthand the procedure for conducting research in an effort to learn more about how to become more effective educators. I will use the skills obtained in this course to critique research claims I will be presented with when I am teaching just as I critiqued my peer's research writing. Conducting the process of research and learning things to avoid and look for in quality research writings will help me to be critical of research claims that attempt to influence procedures and processes in the classroom.

I also learned the importance of giving credit to previous authors and documenting those authors accordingly. This is something I will use to avoid misrepresenting myself in the academic setting. It is very common for teachers to share ideas among each other, but I will remember to document the accreditation of the person who originally created the idea or processes when writing lesson plans or other reports.

Furthermore, I feel that this research proposal showed me that I have the ability to propose an idea that I would like to evaluate on a deeper level, organize data, collect previous information, and carryout ethical and effective procedures in an effort to gain a better understanding of that idea or theory. If the school where I am employed one day would like funding to explore an idea or theory I would feel comfortable in assisting in the grant writing procedure needed to obtain that funding.

Appendix E

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