

# PORTFOLIO HANDBOOK

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## *Mission Statement*

*The Educational Leadership Faculty at the University of Northern Iowa develop and nurture reflective leaders of learning, service, and change who make a difference in creating healthy schools and communities.*

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## The Portfolio Requirement

The following guidelines have been developed to assist students in their understanding, reflection, collection, and selection of materials for their Professional Portfolios. These guidelines will also assist students in understanding the Review Committee Process for the student's Portfolio Review.

Each portfolio must address the Required Sections in the order listed below. Four topical areas are optional. Students need to decide whether the optional topics are suitable for their portfolios. Other topics such as technology can be developed and added to the portfolio. However, the student must be careful the portfolio does not become too long or too unwieldy to use with ease. All written entries must be double-spaced and utilize 12-point font with Times Roman or Courier typefaces. A page is considered to be approximately 250 words.

Your Portfolio must show evidence that you have the knowledge, dispositions, and performances required for the Iowa Principals' License as determined by the Iowa Standards for School Leaders (ISSL) and the Interstate School Leaders License Consortium (ISLLC).

Completed Portfolios must be delivered or sent to the Educational Leadership office or your Faculty Field Supervisor **by the first week of March** the spring of graduation. Instructions as to where they should be sent will be provided to all students by early February.

## Portfolio Components

1. **Table of Contents - Required (1 page)**
  - You may use either page numbers or tabs to define sections.
2. **Philosophical Foundations - Required**
  - Two page Executive Summary of Critical Element paper
3. **Critical Element Reflective Research Papers - Required**
  - Include all five of your Critical Element Reflective Research Papers in this section. All papers should be exemplary, finished copy and should be representative of individual's written work. When submitting your portfolio for review, please include an additional copy of each paper for the Educational Leadership Department in order for you to meet the University's requirement for graduation. This copy will be stored in student's permanent file.
4. **Resume - Required**
  - Your resume should highlight your leadership activities, roles, and accomplishments. This task may require multiple pages.
  - Your resume must be well-organized, professionally attractive, and error free.

## 5. Professional Goals, Professional Development and Professional Enrichment Log - Required

- Use action plan format to prepare your Professional Goals for years one, five, and ten after completing the program. Include a specific plan for reaching the goals.
- Include a summary and reflection describing your professional growth activities/experiences, from your program of study, your internship, your work site. (LSI I and II, Strengths Quest, etc. may be included)
- Include two to three artifacts providing evidence of your most significant professional growth experiences and their impact on your development as an educational leader. Label all artifacts describing significance of placing them in the portfolio.
- Prepare an action plan detailing professional growth needed and how you plan to pursue.
- Include a one sentence description for each entry in your Professional Enrichment Log.

## 6. Visionary Leadership - Required

- Include a summary/reflection at the beginning of the section describing your activities/experiences.
- Include artifacts and work samples in your Portfolio demonstrating your proficiencies related to the Standard, the elements, and the criteria to meet the standard.
- Label the artifacts to describe the significance of placing them in 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.

Elements	Meets Standards for School Building Leadership
<b>Develop A Vision</b>	<ul style="list-style-type: none"> <li>▪ Candidates develop a vision of learning for a school that promotes the success of all students.</li> <li>▪ 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.</li> </ul>
<b>Articulate A Vision</b>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ 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.</li> </ul>

<b>Implement A Vision</b>	<ul style="list-style-type: none"> <li>▪ Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school’s vision.</li> <li>▪ 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).</li> </ul>
<b>Steward A Vision</b>	<ul style="list-style-type: none"> <li>▪ Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.</li> <li>▪ Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.</li> <li>▪ Candidates assume stewardship of the vision through various methods.</li> </ul>
<b>Promote Community Involvement in the Vision</b>	<ul style="list-style-type: none"> <li>▪ Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.</li> <li>▪ Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.</li> </ul>

**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.

#### 7. Instructional Leadership - Required

- Include a summary at the beginning of the section describing your activities/experiences.
- Include artifacts and work samples in your Portfolio demonstrating your proficiencies related to the Standard, the elements, and the criteria to meet the standard.
- Label the artifacts to describe the significance of placing them in the portfolio.

**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.

<b>Elements</b>	<b>Meets Standards for School Building Leadership</b>
<b>Promote Positive School Culture</b>	<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>
<b>Provide Effective Instructional Program</b>	<ul style="list-style-type: none"> <li>▪ Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.</li> <li>▪ Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners’ diverse needs.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction.</li> </ul>
<b>Apply Best Practice to Student Learning</b>	<ul style="list-style-type: none"> <li>▪ Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.</li> <li>▪ Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.</li> <li>▪ Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.</li> </ul>
<b>Design Comprehensive Professional Growth Plans</b>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.</li> </ul>

**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. 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.

#### **8. Organizational Leadership - Required**

- Include a summary at the beginning of the section describing your activities/experiences.
- Include artifacts and work samples in your Portfolio demonstrating your proficiencies related to the Standard, the elements, and the criteria to meet the standard.
- Label the artifacts to describe the significance of placing them in the portfolio.

**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.

Elements	Meets Standards for School Building Leadership
<b>Manage the Organization</b>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.</li> </ul>
<b>Manage Operations</b>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Candidates develop communication plans for staff which includes opportunities for staff to develop their family and community collaboration skills.</li> <li>▪ Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.</li> </ul>
<b>Manage Resources</b>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Candidates creatively seek new resources to facilitate learning.</li> <li>▪ Candidates apply and assess current technologies for school management, business procedures, and scheduling.</li> </ul>

**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.

#### 9. Collaborative Leadership - Required

- Include a summary at the beginning of the section describing your activities/experiences.
- Include artifacts and work samples in your Portfolio demonstrating your proficiencies related to the Standard, the elements, and the criteria to meet the standard.
- Label the artifacts to describe the significance of placing them in the portfolio.

**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.

Elements	Meets Standards for School Building Leadership
<b>Collaborate with Families and Other Community Members</b>	<ul style="list-style-type: none"> <li>▪ Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.</li> <li>▪ 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.</li> <li>▪ Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.</li> <li>▪ 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.</li> <li>▪ Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.</li> <li>▪ 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.</li> <li>▪ Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.</li> </ul> <p>Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.</p>

<p><b>Respond to Community Interests and Needs</b></p>	<ul style="list-style-type: none"> <li>▪ Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.</li> <li>▪ Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.</li> <li>▪ Candidates provide leadership to programs serving students with special and exceptional needs.</li> <li>▪ 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.</li> </ul>
<p><b>Mobilize Community Resources</b></p>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Candidates demonstrate how to use school resources and social service agencies to serve the community.</li> <li>▪ 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.</li> </ul>

**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.

#### **10. Ethical Leadership - Required**

- Include a summary at the beginning of the section describing your activities/experiences.

- Include artifacts and work samples in your Portfolio demonstrating your proficiencies related to the Standard, the elements, and the criteria to meet the standard.
- Label the artifacts to describe the significance of placing them in the portfolio.

**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 fairly, with integrity, and in an ethical manner.

Elements	Meets Standards for School Building Leadership
<b>Acts with Integrity</b>	<ul style="list-style-type: none"> <li>▪ Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.</li> </ul>
<b>Acts Fairly</b>	<ul style="list-style-type: none"> <li>▪ Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.</li> </ul>
<b>Acts Ethically</b>	<ul style="list-style-type: none"> <li>▪ Candidates make and explain decisions based upon ethical and legal principles.</li> </ul>

**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.

#### **11. Political Leadership - Required**

- Include a summary at the beginning of the section describing your activities/experiences.
- Include artifacts and work samples in your Portfolio demonstrating your proficiencies related to the Standard, the elements, and the criteria to meet the standard.
- Label the artifacts to describe the significance of placing them in the portfolio.

**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.

Elements	Meets Standards for School Building Leadership
<b>Larger Context</b>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.</li> <li>▪ 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.</li> <li>▪ Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.</li> <li>▪ Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.</li> <li>▪ Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.</li> <li>▪ Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.</li> </ul>
<b>Respond to the Larger Context</b>	<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>
<b>Influence the Larger Context</b>	<ul style="list-style-type: none"> <li>▪ Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.</li> <li>▪ 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.</li> <li>▪ 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.</li> </ul>

**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.

## 12. Professional Endeavors - Optional

## 13. Professional Honors - Optional

**14. Performance Evaluation - Optional**

- You could include internship evaluation forms in this section representing performance evaluations of your work as an aspiring principal. You could also include a letter of evaluation or recommendation from your mentor in this section or in the section, Letters of Commendation.

**15. Letters of Commendation - Optional**

## **Portfolio Review Process**

- Portfolios should be shared with mentor and site participants
- Revisions, where necessary, should be made before the final product is submitted to the Review Committee
- Review Committee (four or five members) may be made up of the following
  - Advisor
  - Mentor
  - Members of the Advisory Committee
  - Educational Leadership Faculty
- Students will be required to present their portfolios and answer any questions that the committee may offer.
  - Each student will give a twenty-five (25) minute professional presentation of his/her portfolio to the committee.
  - Each student will be questioned for approximately twenty-five (25) minutes upon the completion of his/her presentation.
  - The Review Committee will give each student feedback about his/her portfolio (25 minutes). Each student will be given the opportunity to provide feedback to the Review Committee about the Principalship Preparation Program.
  - This is a professional presentation similar to what you as a principal would present to the Board of Education, a community group, etc.

**The Professional Portfolio  
Educational Leadership Program  
Culminating Activity Report  
Rubric  
SAMPLE**