

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:

Dr. Grace Faris
Hilary Petta
Bernadette Young, NBCT

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Wingate University
School of Graduate and Adult Education

Greg Clemmer

**Dean, Wingate University School of Graduate
and Adult Education**

**Lloyd G. Wimberley, Jr.
Nancy Biedrzycki
Linda Morris**

**Director, Graduate Education Program
Academic Advisor, Graduate Education Program
Administrative Assistant, Graduate Education
Program**

**Tom Pierce
Ellen Flamer
Linda Fritz**

**Wingate Lead Internship Supervisor
Wingate Internship Supervisor
Wingate Internship Supervisor**

**Grace Faris
Hilary Petta
Bernadette Young**

**Wingate Adjunct Faculty Educational Leadership
Wingate Student, Masters Educational Leadership
Wingate Student, Masters Educational Leadership**

704-321-1470
www.metro.wingate.edu
lwimberley@wingate.edu

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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.

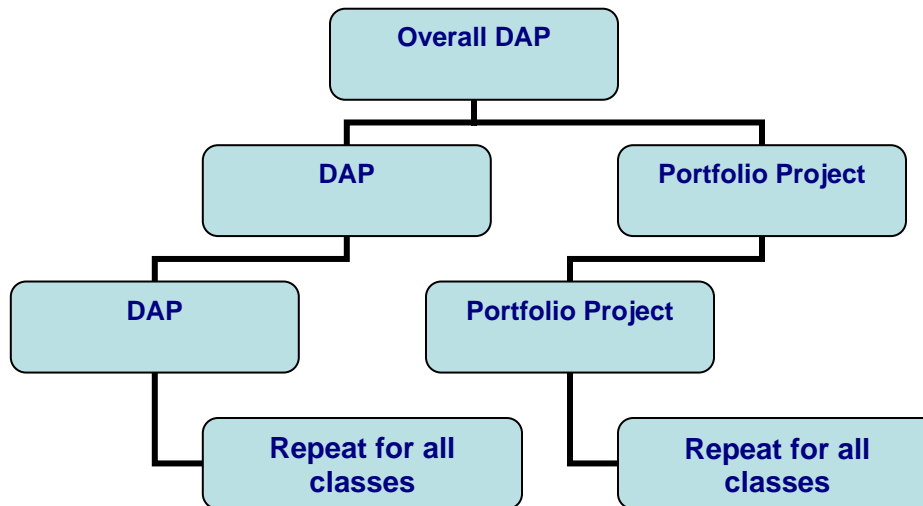
Who will be the audience?

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-Planning (DAP) 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 DAP 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 DAP 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 DAP/ Description-Analysis- Planning for your whole graduate program
- DAP for each course
- Portfolio Project for each course

In what format can the Program Portfolio be submitted?

The format of the Program Portfolio may be submitted in one of the following three formats.

1. Traditional Hard Copy folder that fits into a 3-ring notebook no larger than 4 inches and needs to include reflections and supporting material. Reference the 06-07 or 07-08 Graduate Education catalog for further information.
2. A Digital portfolio that contains the same material, and required evidence of the hard copy Program Portfolio and contains evidence that has been transformed into computer-readable formats, i.e. Word, PowerPoint and HyperStudio

Benefits: Accessibility, ease of duplication, increased technology skills, learner centered, long shelf life, minimal storage space, multiple linkage, portability

Materials: Flash Drive or CD-ROM

Available programs: The programs listed below are described in Bullock and Hawk's "Developing a Teaching Portfolio" on pages 147-148.

- Scholastic Electronic Portfolio
 - The Portfolio ToolKit
 - The Portfolio Builder for PowerPoint
 - Note: Macintosh Program Only- The Teacher's Portfolio
 - HyperStudio 4.0 and PowerPoint are widely used digital portfolio programs. See hyperlink example: Figure 8-1 on page 149 of Bullock and Hawk's "Developing a Teaching Portfolio"
3. An Electronic or Web-Based Program Portfolio contains the same material and required order of hard copy or digital Program Portfolio.

Materials, Requirements, and Programs- See Web-based portfolio located in Bullock and Hawke's "Developing a Teaching Portfolio" on pages 151-157.

Good Website example with step by step instruction is for electronic/web based portfolio.

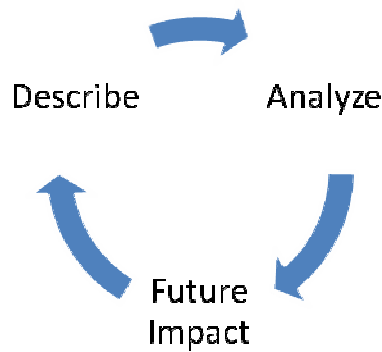
<http://www.augie.edu/dept/educ/andrews/usingword.htm>

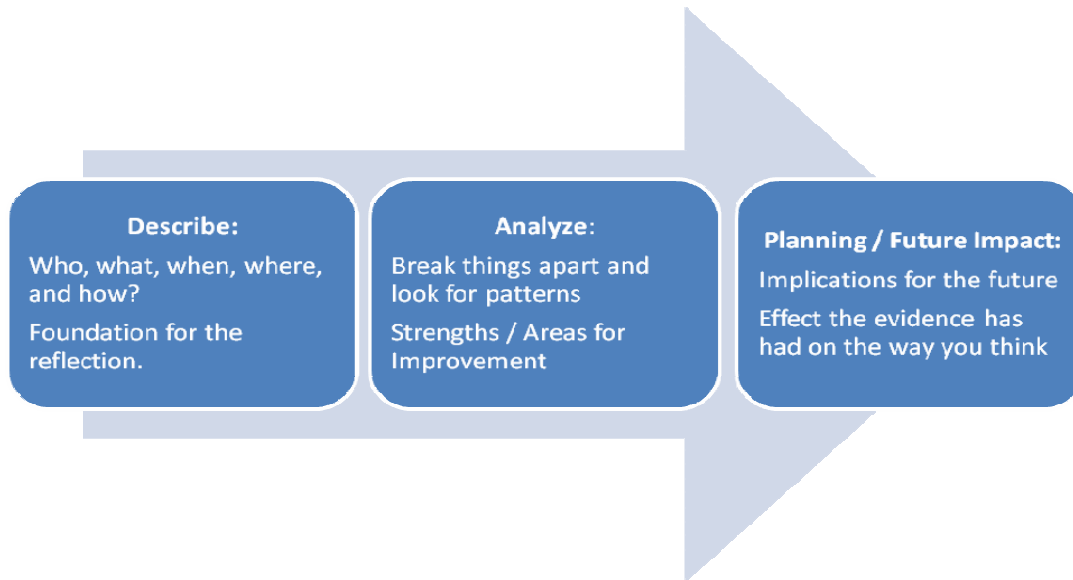
Pros and Cons: Portfolio developers who have little experience with the hardware and software necessary to develop digital or electronic/web

based portfolios who little extra-time to devote to mastering these technologies may find a traditional/hard copy more efficient.

What is a reflection?

- (DAP) 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-Planning (DAP) (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 DAP?

A developer should write a DAP 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 DAP, important and relevant information may be lost and/or omitted.

What are some strategies for writing a DAP?

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 DAP 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). [The grading rubric for the M.A. Ed. Program Portfolio can also be found in Appendix B (p. 42) of the Wingate University Graduate Catalog (2006-2007).]

- 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.

Planning

Assessment of the depth and insight into the future impact of the project and course experiences.

Organization

Assessment of the coherent unity of the portfolio.

Communication

Assessment of the ability to communicate effectively in an academic setting.

- 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.

Appendix A
Grading Rubric

(form on back)

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 / 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 DAP

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Describe

The science lesson that I taught, Immune System, was designed for seventh grade students. The teaching strategy used in this lesson was Advanced Organizer. My specific learning objectives for this lesson are: 1) Describe the function of the immune system 2) Differentiate the functions of the three lines of the immune defense 3) Explain the interrelation of human body systems. The following North Carolina Standard Course of Study objectives for grade seven were addressed:

NCSCOS 4.02: Describe how systems within the human body are defined by the functions it performs.

NCSCOS 4.01: Analyze how human body systems interact to provide for the needs of the human organism.

Most of my students are motivated by grades, view academics seriously, and want to succeed in school. Application of new learning strategies, such as advanced organizers, enhance my students' personal educational repertoire and gives them the tools to be successful (ELCC 2). The key is to help each student determine the strategies that work for them and encourage them to use it appropriately (ELCC 5). This group of seventh graders is motivated by relating unfamiliar learning tasks to information with familiar information. This knowledge of my students was taken into consideration when I designed this lesson.

The purpose of the expository advanced organizer is to deductively present and explain new information (ELCC 2). Knowledge of the War in Iraq, divisions within our military, and security measures in place at our school were integrated into this new concept of three lines of defense within the immune system (ELCC 4). With this in mind, I felt that the advanced organizer would actively engage students in my class. The expected outcome was differentiation between the three lines of defense the body has to fight disease and infection. This lesson is a part of a Human Biology unit in which students are instructed on the structures and functions of human body and related health issues.

The lesson was introduced with a journal entry on the topic of the spread of disease. I displayed a combined list of five infectious and genetic diseases and asked the students to determine whether individuals are born with each disease or whether the disease was spread by contact. In order to determine how each disease was spread they would need to activate their prior knowledge and personal experience. Many seventh graders have experienced chicken pox, influenza, and the common cold. My students have also conducted and presented research projects on the topic of disease. After discussion of the journal entry, I clearly explained that we would investigate the function of the system that protects us from catching disease. This was one of the learning objectives.

I organized the white board into a model of the expository organizer that was given to each student. The structure and function of the immune system was presented deductively to students. The organizer included the title "Immune System" and the broad function of the system at the top. Following this were three vertical rectangles

labeled “First Line of Defense”, “Second Line of Defense”, and “Third Line of Defense”. In order to strengthen acquisition of this concept I related this new information to the systematic lines of defense within our armed forces. The ground forces attack the enemy (first line of defense), followed by reinforcements (second line of defense) and units with specialized training (third line of defense). I noticed smiles on the faces of the students and I believe this excitement meant that I had captured their attention and interest. I observed each engaged student record the information presented during the lesson onto their organizer. After presentation of the material, I assessed student knowledge by presenting a final transparency that lists the five body systems related to the immune system. The students orally discussed how each system defends the body against disease. I was assured of basic student understanding given their responses during the activity. This assessment concluded the lesson.

Analyze

By the end of the lesson, the students were able to differentiate between the three lines of defense. The desired outcome of the lesson was achieved. The lesson included strengths, which allowed the students to reach their learning objectives and weaknesses that hindered execution of all aspects of the lesson as planned. There are three phases of the Advance Organizer Model: 1) Presentation of the Advance Organizer, 2) Presentation of the Material, and 3) Strengthening Cognitive Organization. I believe my strengths were found in the first two phases of the model and my weakness primarily in the third phase of the model.

The presentation of the expository organizer itself was constructed so the learner could perceive the broad concept (class), subclass, and species (details). I cited essential features and examples of each level of defense. I continually related the material to its organization, by repeating and pointing to labels in the organizer. I progressively differentiated the material during the presentation of material. The most general ideas were presented first, followed by a gradual increase in detail. The function of the system was presented before the three lines of defense. Each new idea was consciously related to previously learned content. Prior knowledge of the structures and functions of the integumentary system, digestive system, respiratory and circulatory systems supported the implication of integrative reconciliation. Examples were provided during presentation. For example, students were previously instructed on the functions of cilia and mucus in the respiratory system. These structures protect the body as a function of the first line of defense against disease. In this lesson, students learned the relationship of these structures to the immune system. The curriculum was innately organized such that each successive learning task was related to what had been presented before. For example, the first two lines of defense are grounded in functions of previously learned integumentary, digestive, respiratory, and circulatory systems. The remaining aspects of the lines of defense were either details or new information.

After presentation of the material, I strengthened cognitive organization by summarizing the major attributes of the new learning material. I assessed student knowledge by presenting a final transparency that lists the five body systems related to the immune system. The students orally discussed how each system defends the

body against disease. Other strategies that anchor new learning include reminding students of the major concept, summarizing, questioning for key terms, and questioning for differences between aspects of the material. I would include more aspects of the third phase of the model to further strengthen the cognitive organization.

The instructional values of the model were clear. The presentation of the organizer provides conceptual structure. Integration of old and new material enable meaningful assimilation of material. The level of interest was high. Finally, development of deductive and precise thinking nurtures the development of personal educational repertoire that is rich with useful learning strategies.

Plan

I have used this lesson with my students in the regular classroom setting. Incorporation of each of the three phases contributed to my students understanding. My school schedules classes in 90 minute blocks. Block scheduling provides time to adequately follow the lesson plan as designed incorporating each phase. I learned that providing deductive structure enables students to analyze the key parts and the relationship of those key parts.

I particularly enjoyed Temest's presentation of the haiku and limerick organizer. This application of the comparative organizer strengthened prior knowledge and provided for incorporation of new material. The presentation of previously learned material enhanced and supported the presentation of the new information to this previously learned material. I have successfully used expository advanced organizers twice in my classroom since my initial exposure. In my future lesson development, I

strive to incorporate both comparative and expository organizers. These models strengthen information processing and facilitate acquisition and retention of information.

Appendix E

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