



**Department of Educational Organization and Leadership  
Instructions for Preparation of Professional Program Portfolios by  
All General Administrative Endorsement Candidates  
Fall Semester, 2003, and Thereafter**

All students who begin their programs in the Fall Semester, 2003, or later as candidates for Type 75 Administrative Certification with General Administrative Endorsement must complete a Professional Program Portfolio. This portfolio is a required component of the Council on Teacher Education (CTE) Common Assessment Plan and is prepared and maintained by each student as a work held separate from all other portfolios required in EOL coursework. This portfolio is composed of successfully completed assignments drawn from courses throughout the program with reflective statements relating work on the assignment with state standards and personal development. Course Instructors will determine the successful completion of the assignments to be included in the Portfolio. The EOL Clinical Experience Program Coordinator will determine successful completion of the entire portfolio in accordance with the CTE Common Professional Portfolio Scoring Rubric. The nine required components of the Professional Program Portfolio are as follows:

**Component #1** – Assigned in EOL 450 Introduction to Educational Administration  
Philosophy Statement

Each student will prepare a formal, substantial, and well reasoned statement of belief and attitude about the leadership role of public school administrators, including perceptions of building administrators' obligation to create and manage an effective learning community, to nurture student inquiry and reflective thinking, to instill a sense of community membership, and to implement the use of technology for educational purpose.

**Component #2** – Assigned in EOL 438 Instructional Supervision  
Reflection on Professional School Leader Standards #1 Facilitating a Vision of Learning and #2 School Culture and Instructional Program

Each student will prepare a reflection paper, supported by notes, observational data, and analysis that analyzes their individual work experience in completing a clinical supervision cycle and reflects on their supervisory function including the following:

1. Preconference with cooperating teacher to establish the focus of observation and data collection and analysis methods.
2. Teacher observation to collect observational data in accordance with established focus of observation.
3. Analysis of observational data and determination of approach in sharing analysis with teacher and in making recommendations for professional growth.
4. Post conference with teacher to share analysis and recommendations.
5. Analysis of all process steps to evaluate how well the process served the teacher and the supervisor.

In preparing this assignment for inclusion in the Professional Program Portfolio, each student also must add a reflective statement on how this assignment improved his or her understanding of an

administrator's role in facilitating a vision of learning and developing school culture and instructional programs.

**Component #3** – Assigned in EOL 455 Principalship

Reflection on Professional School Leader Standards #3 Management and #4 Collaboration with Families and Communities

Each student will prepare a self-assessment, using the Illinois Professional School Leadership Self Inventory. This will require a reflective response to the Illinois Professional School Leader Standards, completion of the School Leadership Self Inventory, and an analysis and reflection on the results of the Self Inventory that includes a statement describing personal leadership style and values and a statement describing preferences in school organization and environment.

In preparing this assignment for inclusion in the Professional Program Portfolio, each student also must add a reflective statement on how this assignment improved his or her understanding of an administrator's role in school management and in collaboration with families and communities.

**Component #4** – Assigned in EOL 461 School Improvement

Reflection on Professional School Leader Standards #5 Acting with Integrity, Fairness, and in an Ethical Manner and #6 Political, Social, Economic, Legal and Cultural Context

Each student will construct an initial school improvement framework based on conceptions of what school leaders should do to improve teaching and learning in public schools. This paper will create a baseline upon which a second, revised paper will be prepared at the end of the course to reflect the areas of professional growth achieved through study of school improvement approaches and issues.

In preparing this assignment for inclusion in the Professional Program Portfolio, each student also must add a reflective statement on how this assignment improved his or her understanding of an administrator's role in acting with integrity, fairness, and in an ethical manner and of an administrator's role in the political, social, economic, legal, and cultural context of the public schools.

**Component #5** – Assigned in EOL 466 Education Finance

Reflection on Content Area Standards #1 Facilitating a Vision of Learning and #2 School Culture and Instructional Program

Each student will prepare a term paper that enunciates the value of an adequately funded public school system and the provision of quality public schools as the basis for a democratic system of government. Topics to be addressed will include the nexus between school culture and instructional program funding, cost-benefit and cost-effective analysis, political support for school funding initiatives, and ethical consideration in the acquisition and distribution of school financial support.

In preparing this assignment for inclusion in the Professional Program Portfolio, each student also must add a reflective statement on how this assignment improved his or her understanding of an administrator's role in facilitating a vision of learning and in school culture and instructional program development.

**Component #6** – Assigned in EOL 468 Political and Cultural Content of Education

Reflection on Content Area Standards #4 Collaboration with Families and Communities and #6 Political, Social, Economic, Legal, and Cultural Context

Students will work in small groups to analyze the political processes of public schools, incorporating in their study the contemporary literature on critical issues, the components of a political system model, and relevant societal trend data. Students will investigate the political

processes of selected schools and prepare and present an analysis of their findings, including individual reflective writings on their development as future school leaders. In preparing this assignment for inclusion in the Professional Program Portfolio, each student also must add a reflective statement on how this assignment improved his or her understanding of an administrator's role in collaboration with families and communities and with the political, social, economic, legal, and cultural context of public schools.

**Component #7** – Assigned in EOL 469 Educational Law  
Reflection on Content Area Standards #3 Management and #5 Acting with Integrity, Fairness, and in an Ethical Manner

Students will prepare and present case reports and topics reviews on case law involving public schools. Reports will range across various aspects of school culture and instructional programs, investigating the legal prerogatives of policy makers and the rights and obligations of public school participants. Reports will examine and reflect upon the legal aspects of managing schools as an agency of government serving the public. In preparing this assignment for inclusion in the Professional Program Portfolio, each student also must add a reflective statement on how this assignment improved his or her understanding of an administrator's role in managing a school and in acting with integrity, fairness, and in an ethical manner.

**Component #8** – Assigned in EOL 464 Clinical Experience  
Impact on P-12 Learning – Site Project Design

Each student will prepare a Site Project Agreement presenting a plan for a project that will make a significant contribution to the educational program of the clinical experience site, will be instructive to the student, will be conducted under the leadership of the student, and will pose a challenge to the student in improving the teaching and learning environment.

**Component #9** – Assigned in EOL 464 Clinical Experience  
Impact on P-12 Learning – Site Project Implementation

Each student will prepare a Site Project Report presenting a full and formal explanation of a completed project designed to make a significant contribution to the educational program of the clinical experience site, including educational objectives, participants and duration, implementation process, and outcomes reflecting a positive impact on the teaching and learning environment.