



**Department of Educational Organization and Leadership
Instructions for Preparation of Professional Program Portfolios by
All Superintendent 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 Superintendent 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 11 required components of the Professional Program Portfolio are as follows:

Component #1 – Assigned in EOL 463 Administrative Theory
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 a district administrator's obligation to create and manage an effective learning environment within district schools, to nurture student inquiry and reflective thinking, to serve effectively all members of the educational community, and to implement the use of technology for educational purpose.

Component #2 – Assigned in EOL 460 Theories of Democracy and Politics
Reflection on Professional School Leader Standards #4 Collaboration with Families and Communities and # 5 Acting with Integrity, Fairness, and in an Ethical Manner.

Each student will prepare a seminar paper that addresses the issues of democratic governance and leadership within the contexts of a school district and its community and the principles of ethics within a political system. 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 the superintendent's role in working with families and the general public and in developing and maintaining ethical principles in a political system.

Component #3 – Assigned in EOL 462 School District Management
Reflection on Professional School Leader Standards #3 Management and #1 Facilitating a Vision of Learning

Each student will prepare a reflection paper that addresses effective strategies for the management of the organization, operations, and resources of a school district and for the development, implementation, and stewardship of a vision of educational excellence that is shared and supported by the school community.

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 the superintendent's role in school management and in facilitating a vision of learning.

Component #4 – Assigned in EOL 470 Program Planning and Assessment

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

Students will work collaboratively to develop and present educational program plans in specific areas of challenge and to prepare and present designs of program evaluation approaches to the programs planned.

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 the superintendent's role in planning instructional programs appropriate to the school culture and in designing evaluation procedures that measure achievement of the intended educational program outcomes.

Component #5 – Assigned in EOL 471 Policy and Politics

Reflection on Content Area Standards # 3 Management and #2 School Culture and Instructional Program

Each student will prepare papers that consider the function of representative democracy and political culture in making policies that determine the operation and management of the public schools and in determining the instructional programs of those schools.

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 the superintendent's role in developing, influencing, and implementing policy that affects school culture and instructional programs.

Component #6 – Assigned in EOL 465 Human Resources Management

Reflection on Content Area Standards #3 Management and #5 Knowledge of Laws, Regulations, and Professional Ethics

Each student will prepare a reflection paper that addresses the relationship of human resources management to effective schools, including consideration of political, social, economic, legal, and cultural issues in personnel planning, selection, evaluation, and 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 the superintendent's role in managing human resources in support of effective schools and in working with the legal, professional, and ethical issues involved in staffing public schools.

Component #7 – Assigned in EOL 467 Financial Administration

Reflection on Content Area Standards #1 Facilitating a Vision of Educational Excellence and #4 Collaboration with Families and Communities

Each student will prepare a class project that incorporates the principles of sound fiscal planning and administration to support effective schools and that emphasizes the role of communication and broad-based public support in financial decision making.

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 the superintendent's role in developing and maintaining appropriate financial support for district educational programs and in sponsoring effective public participation in achieving and maintaining that support.

Component #8 – Assigned in EOL 481 School District Improvement
Reflection on Content Area Standards #1 Facilitating a Vision of Educational Excellence and #2 Learning Environment and Instructional Program

Each student will write a research-based, concise analysis of his or her own current School District Improvement Plan and Process, including a systems analysis. Attention will be particularly focused on leadership (teacher and administrator) to improve teaching and learning within the school context. This analysis should be a typed 5-8 page, double-space document, that meets expectations for graduate-level scholarly writing and that follows all applicable conventions presented in the *Publication Manual of the American Psychological Association*. 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 the superintendent's role in constructing a district vision of educational excellence and in improving the district learning environment and instructional program.

Component #9 – Assigned in EOL 485 The School Superintendency
Reflection on Content Area Standards #1 Facilitating a Vision of Educational Excellence and # 4 Collaboration with Families and Communities

Each student will prepare a reflection paper that addresses the leadership role of the superintendent in creating and implementing a vision of educational excellence within the school district and the responsibility of the superintendent in creating and implementing effective partnerships with the various stakeholders in a public school district. 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 the superintendent's role in constructing a district vision of educational excellence and in collaborating with all the members of the educational community to implement that vision of excellence.

Component #10 – 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 district 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 of the school district.

Component #11 – 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 district, including educational objectives, participants and duration, implementation process, and outcomes reflecting a positive impact on the teaching and learning environment of the district.