## 1  Description of Assessment #6:

The program portfolio is of formative design to promote candidate reflection, autonomy and self-evaluation and serves as the capstone project of the LEAD Program. The candidate maintains the program portfolio from semester to semester, constantly returning to, reflecting on, and adding content and context until program completion; as such, its development is a personal performance assessment, is the candidate's responsibility, and provides opportunities for professional growth and advancement. Portfolios may be shown to the candidate's academic advisor for review each semester. This presentation is the responsibility of each candidate, and an individual candidate may be called upon to "walk" his or her advisor through the document upon request.

LEAD (and FSEHD) believes that effective school leaders must be able to demonstrate their knowledge, skills and professional dispositions through a collection of finished products.

The following format serves as a guideline for organizing the program portfolio:
- Reflective essay (discusses professional growth from beginning of graduate program to current status);
- Educational platform (candidate's philosophy of education and leadership);
- Artifacts (minimum of one for each standard, organized by standard)

The Reflective Essay is a multiple page document created by the candidate to review personal and professional growth during graduate study. It is required for certification. It is recommended that this document identify the growth in relation to each of the educational standards. The educational platform (ELP) is an extended statement of the candidate's philosophy of education. It is a multiple page document begun at the beginning of the program, substantially stating the candidate's beliefs and disposition toward educational leadership in schools.

The third, and major component of the portfolio, are the candidate's course and field experience artifacts. Artifacts are work samples placed in the portfolio by each standard. Because artifacts frequently provide evidence of a candidate meeting more than one standard, the specific artifact should be placed in the standard that it primarily represents. Artifacts included as evidence of mastery should not only be clear evidence of meeting the major program standards, but also demonstrate the candidate's personal/professional growth over time. Each piece should reflect a point of growth and development in a particular area. The body of evidence as a whole should demonstrate the candidate's growing understanding and knowledge about each particular standard and the values, principles and operational premises of LEAD. The six Interstate School Leaders Licensure Consortium (ISLLC) assessment standards and LEAD values and principles will guide portfolio development. Artifacts should be arranged in sections—six that reflect the ISLLC (And ELCC) assessments and other sections deemed necessary. An artifact may be cross-referenced in sections other than its primary placement, if the artifact provides evidence of meeting more than one standard.

Each artifact entry must consist of three distinct components. These include the following:

<u>The Context Piece</u>:  Candidates will be expected to write a short narrative introducing an artifact that they choose to include. That should be the first page of the artifact. This is called the context piece. Candidates may include work done outside RIC, as long as these items are representative of their application of classroom learning in a field setting. Candidates are encouraged to select artifacts from classes, as well as from leadership and professional education field-experiences. Items selected will display content knowledge and field application, as appropriate. The introductory narrative preceding each artifact is required so that the portfolio reviewer will know the following things about each artifact under review:

- What is the artifact?
- Why did the candidate choose the artifact as a representative piece of work?
- Where was it developed?
- Why is this particular artifact important to the candidate as evidence of learning, growth, and development?
- To what standard does this artifact relate?

The context piece is a critical part of the portfolio. Every portfolio must "stand on its own legs." The context piece should be concise, answer all of the questions listed above, and be well written, meeting all the standards of a scholarly piece of work.

<u>The Artifact</u>:  Artifacts may consist of, but are not limited to:
- Research projects
- Research paper
- Problem-based learning projects
- Case studies
- Individual & team-based simulations
- Ethnographies
- Assessment documents, including major examinations
- Applied research projects
- Library research projects
- Internship artifacts, including supervisor's comments
- Educational platform (philosophy)
- Documents developed during field experiences

Artifacts also represent things that are important to the candidate and the advisor. They are snapshots of the program content, program standards, and candidate performance. As such, they should be presented in their original form. They should contain original instructor comments, follow-up corrections or changes made by the candidate and a grade, if appropriate. Mentor evaluations for field-based learning should be dated and signed by the mentor. Artifacts represent the candidate as a "work in progress." Artifacts are not only the best pieces of candidate work, but those most representative of learning, skill development, and a journey toward mastery. Multiple artifacts that demonstrate a candidate's movement toward mastery are invaluable, especially when the presentation culminates with an exemplary project.

<u>The Reflection Piece</u>:  a reflection is written by the candidate telling the reader what the

candidate has learned in relation to the artifact and the standard(s); the artifact provides evidence of knowledge, disposition, and performance. The reflection explains why that learning was important. The reflection piece, attached at the back of each artifact, should answer the following questions:

- Why is this artifact representative of knowledge, skill, concept, process, understanding, value, or technical application that is critical to my effectiveness as a school leader?
- Does this artifact demonstrate a level of proficiency indicative of awareness, understanding, application, analytical skill, synthesis or evaluation?
- What program standard, value, principle, or operational premises does the artifact address and in what ways?
- How will the candidate continue to improve and grow in this area over the course of a program of self-directed, continuous growth and development?

Candidates begin the development of their portfolios during their first semester of course work, and they will maintain their portfolios through the internship experience and all coursework. Candidates will schedule and participate in required portfolio conferences with their advisor as requested. During the conference, the candidate will engage in a dialogue with the faculty advisor about his/her growth and development as reflected through components of the portfolio. Upon completion of all program requirements, the candidate will make a final presentation of the portfolio to a review panel of faculty members and selected practicing professional educators.

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- A copy of the final program portfolio must be presented to the faculty before degree completion and recommendation to RIDE for purposes of certification as an administrator. Failure to do so may delay these activities.

2 **Alignment of Assessments with Standards:**
While the three components of the Capstone contain standards-based objectives unique to each candidate, it also contains specific requirements that are directly aligned to the ISLLC/ELCC Standards and expected of all candidates. The specific ELCC Standards are: Vision Component 1.1, 1.2, 1.3, lA, 1.5 Portfolio Revision 1.1, 1.2, 2.4, Interview *1.3,2.3,204,3.3)* 4.1,5.3,6.2 The rubric used to measure candidates competency for this assessment is contained in Section IV, Attachment 6A and the scoring summary forms are found in Section IV, Attachment 6B.

3 **Analysis of the data findings:**
Prior to the development of very specific scoring rubrics for the ELCC Standards, data for each of the three components of the Capstone were collected using more holistic rubrics. Data contained in attachment, Section IV, Attachment 6C, reflect the use of the newly revised scoring rubric developed during the fall 2007 semester to measure candidates' competencies on selected ELCC Standards. A review of the data reveal seven (7) of the nine (9) candidates completing the Developmental Portfolio Review this fall averaged, on a five-point scale, 4.5 or higher. The remaining two candidates scored slightly below (3.7)

the proficient score of 4. The weakest area for the two candidates scoring below proficient was the interview, during which they were required to answer questions posed by the faculty committee. Candidates averaged 4.5 out of 5 for the 15 ELCC Standards measured by this assessment.

Previous semesters data were collected in a holistic manner and are contained in Section IV, Attachment 6D

4 **Interpretation of how that data provided evidence for meeting standards:**
Each ISLLC/ELCC Standard assessed is scored individually and the results compiled for the overall evaluation. This allows a very comprehensive assessment of the candidate on each of the ISLLC/ELCC indicators/elements. After using the new rubric for one semester, it is very clear that the data provided are depicting much more detailed information regarding each candidate's level of understanding. This scoring guide provides very specific information on performance of students and gives us better insights for program improvement.

Reviewing the data found in Section IV, Attachment 6C indicates Rhode Island College candidates are successfully meeting the ELCC Standards measured by Assessment 6, Developmental Portfolio Review. The average score for the six candidates on the 15 ELCC Standards measured was 4.5, which is between proficient and exemplary. When analyzing part one of the review (writing the vision paper) with part two (demonstrating portfolio revisions) it was concluded that candidates understand very well how to develop and verbalize a school vision (average score 4.7 for ELCC Standard 1.1 and 1.2). However, the candidates scored lower (average score 4.4 for ELCC Standards 1.1 and 1.2) when asked to articulate a vision of the school they hope to lead and demonstrate the leadership processes necessary to implement and support the vision.

The results of the interview portion of the review revealed above average understanding by all candidates of the importance of collaborating with families (4.1) and developing a plan for communicating with members of a school community (6.2). A discrepancy was noted for ELCC Standard 2.4 (professional development) as candidates scored well with documented experiences in their portfolios, but failed to verbalize as thorough of an understanding about designing a comprehensive professional growth plan during the interview.

Overall the demonstrated mastery of the 15 ELCC Standards by this group of candidates was very good as the average score (4.5) was between proficient and exemplary.

## The Assignment →

<u>Program Portfolio</u>: The culminating Program Portfolio requirements are outlined in detail in the LEAD Program Handbook. The Exit Portfolio Table of Contents includes the following:
- Educational Platform
- Artifacts related to the six ISLLC standards
- Current resume
  - ISLLC pre- and post-assessments (Include the ETS SLLA Examination)
- Synthesis of theory, research, and professional practice (LEAD 512 final paper)

- LEAD Comprehensive Examination

## Assessment 6B: Rubric
## Program Portfolio: Reflective Essay

Data Table

| 1. Vision of Learning | | | | | |
|---|---|---|---|---|---|
| Performance Descriptors | Indicators | Target/Exemplary | Acceptable | Developing | Unacceptable |
| **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.** | | | | | |
| Element 1.0 | Indicator | Target/Exemplary | Acceptable | Developing | Unacceptable |
| Element 1.1 Develop School District Vision | 1.1a Develop a school/district vision<br>1.1b Base vision on relevant theory | Demonstrates in-depth knowledge of how to develop a school/district vision | Demonstrates knowledge of how to develop a school/district vision | Demonstrates satisfactory knowledge of how to develop a school/district vision | |
| Element 1.2 Articulate Vision | 1.2a Articulate components of vision<br>1.2b Use data-based research strategies to inform vision<br>1.2c Communicate school/district vision | Demonstrates in-depth knowledge of how to articulate a school/district vision | Demonstrates knowledge of how to articulate a school/district vision | Demonstrates satisfactory knowledge of how to articulate a school/district vision | |
| Element 1.3 Implement Vision | 1.3a Formulate initiatives to motivate staff, students, and families<br>1.3b Plans for implementation of school/district vision | Demonstrates in-depth knowledge of how to implement a vision for a school/district | Demonstrates knowledge of how to implement a vision for a school/district | Demonstrates satisfactory knowledge of how to implement a vision for a school/district | |
| Element 1.4 Steward Vision | 1.4a Understanding role of effective communication skills to build shared commitment<br>1.4b Design system for using data-based research strategies<br>1.4c Assume stewardship of school/district vision | Demonstrates in-depth knowledge of how to steward a school/district vision | Demonstrates knowledge of how to steward a school/district vision | Demonstrates satisfactory knowledge of how to steward a school/district vision | |

| Element 1.5 Promote Community Involvement | 1.5a Involve community members in realization of vision 15b Communicate effectively with all stakeholders in implementation | Demonstrates in-depth knowledge of how to promote community involvement | Demonstrates knowledge of how to promote community involvement | Demonstrates satisfactory knowledge of how to promote community involvement | |

**Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.**

| Element 2.0 | Indicator | Target/Exemplary | Acceptable | Developing | Unacceptable |
|---|---|---|---|---|---|
| Element 2.1 Promote Positive School Culture | 2.1a Assess school culture using multiple methods and strategies | Demonstrates in-depth knowledge of how to promote a positive school culture | Demonstrates knowledge of how to promote a positive school culture | Demonstrates satisfactory knowledge of how to promote a positive school culture | Demonstrates little/no knowledge of how to promote a positive school culture |
| Element 2.2 Provide Effective Instructional Program | 2.2a Apply principles of effective instruction to improve instructional practices 2.2b Design curriculum to accommodate diverse learner needs 2.2c Use technology to enrich curriculum and instruction | Demonstrates in-depth knowledge of how to provide an effective instructional program | Demonstrates knowledge of how to provide an effective instructional program | Demonstrates satisfactory knowledge of how to provide an effective instructional program | |
| Element 2.3 Apply Best Practice to Student Learning | 2.3a Assist school personnel to apply best practices for student to learning 2.3b Apply human developmental, learning, and motivational theories to learning process 2.3c Use appropriate research strategies to promote environment for improved student achievement | Demonstrates in-depth knowledge of how to apply "best practices" to student learning | Demonstrates knowledge of how to apply "best practices" to student learning | Demonstrates satisfactory knowledge of how to apply "best practices" to student learning | |
| Element 2.4 Design Comprehensive Professional Growth | 2.4a Implement well-planned professional development | Demonstrates in-depth knowledge of how to design | Demonstrates knowledge of how to design professional | Demonstrates satisfactory knowledge of how to design professional growth | |

| Plans | programs | professional growth plans | growth plans | plans | |
| | 2.4b Use observation, collaborative reflection, adult learning strategies to form professional growth plans with teachers and school personnel | | | | |
| | 2.4c Develop and implement personal professional growth plans that reflect a commitment to life-long learning | | | | |

**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.**

| Element 3.0 | Indicator | Target/Exemplary | Acceptable | Developing | Unacceptable |
|---|---|---|---|---|---|
| Element 3.1 Manage the Organization | 3.1a. Optimize the learning environment by applying appropriate models of organizational management<br>3.1b. Develop plans of action for focusing on effective organization and management of fiscal, human, and material resources<br>3.1c. Manage time effectively and deploy financial and human resources in ways to promote student achievement. | Demonstrates in-depth knowledge of how to manage the school organization | Demonstrates knowledge of how to manage the school organization | Demonstrates satisfactory knowledge of how to manage the school organization | Demonstrates little/no knowledge of how to manage the school organization |
| Element 3.2 Manage Operations | 3.2a. Involve staff in conducting operations and setting priorities using needs assessment, research-based date, and group | Demonstrates in-depth knowledge of how to manage operations | Demonstrates knowledge of how to manage operations | Demonstrates satisfactory knowledge of how to manage operations | |

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| | process skills to build consensus.<br>32.b. Develop communications plans for staff to develop family and community collaboration skills.<br>32c. Understand how to apply legal principles. | | | | |
| Element 3.3<br>Manage Resources | 3.3a. Use problem-solving skills and knowledge of strategic long-range and operational planning in use of fiscal, human, and material resource allocation.<br>3.2b. Creatively seek new resources to facilitate learning.<br>3.3c. Apply and assess current technology for school management, business procedures, and scheduling. | Demonstrates in-depth knowledge of how to manage resources | Demonstrates knowledge of how to manage resources | Demonstrates satisfactory knowledge of how to manage resources | |

**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.**

| Element 4.0 | Indicator | Target/Exemplary | Acceptable | Developing | Unacceptable |
|---|---|---|---|---|---|
| Element 4.1<br>Collaborate with Families and the Community | 4.1a. Bring together family and community resources to positively affect student learning<br>4.1b. Involve families in the education of their children<br>4.1c. Use public information and research-based | Demonstrates in-depth knowledge of how to collaborate with both families and the community. | Demonstrates knowledge of how to collaborate with both families and the community | Demonstrates satisfactory knowledge of how to collaborate with both families and the community | Demonstrates little/no knowledge of how to collaborate with both families and the community |

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| | knowledge to collaborate with families and the community<br><br>4.1d. Create frameworks for school, family, business, community, government, and higher education partnerships using community-relations models<br><br>4.1e. Develop various methods of outreach aimed at business, religious, political, and service organizations<br><br>4.1f. Involve families and other stakeholders in school decision-making processes<br><br>4.1g. Demonstrate the ability to collaborate with community agencies to integrate health social, and other services<br><br>4.1h. Develop a comprehensive program of community relations and demonstrate ability to work with the media | | | | |
| Element 4.2 Respond to Community Interests and Needs | 4.2a. Demonstrate active involvement within the community including persons with conflicting perspectives<br><br>4.2b. Use appropriate | Demonstrates in-depth knowledge of how to respond to community interests and needs | Demonstrates knowledge of how to respond to community interests and needs | Demonstrates satisfactory knowledge of how to respond to community interests and needs | |

| | | Target/Exemplary | Acceptable | Developing | Unacceptable |
|---|---|---|---|---|---|
| | assessment strategies and research methods to accommodate diverse school and community conditions<br><br>4.2c. Provide leadership to programs serving students with special and exceptional needs<br><br>4.2d. Capitalize on the diversity of the school community to improve school programs and meet diverse student needs | | | | |
| Element 4.3<br>Mobilize Community Resources | 4.3a. Use community resources including youth services to support student achievement, solve problems, and achieve school goals<br><br>4.3b. Use school resources and social service agencies to serve the community<br><br>4.3c. Demonstrate ways to use public resources and funds appropriately to encourage communities to provide new resources to address student problems | Demonstrates in-depth knowledge of how to mobilize community resources | Demonstrates knowledge of how to mobilize community resources | Demonstrates satisfactory knowledge of how to mobilize community resources | |

**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.**

| Element 6.0 | Indicator | Target/Exemplary | Acceptable | Developing | Unacceptable |
|---|---|---|---|---|---|

| Element 6.1 Understand the Larger Context | 6.1a Act as informed consumers of educational theory and concepts and apply appropriate research methods to a school context | Demonstrates in-depth 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. | Demonstrates 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. | Demonstrates satisfactory 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. | Demonstrates little/no 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. |
|---|---|---|---|---|---|
| | 6.1b. Explain how legal and political systems and institutional framework of schools shape a school and community | | | | |
| | 6.1c. Analyze the complex causes of poverty and their effects on families, communities, children, and learning | | | | |
| | 6.1d. Understand school policies, laws, and regulations enacted by local, state, and federal authorities | | | | |
| | 6.1e. Describe the economic factors shaping a local community and economic factors affecting schools | | | | |
| | 6.1f. Analyze and describe the cultural diversity in a school community | | | | |
| | 6.1g. Describe community norms and values and how they relate to the role of the school in promoting social justice | | | | |
| | 6.1h. Explain various theories of change and conflict resolution | | | | |

**Attachment 6C**
**Data Table for Portfolio Assessment**

| ELCC Standard Elements Observed: | Limited Unacceptable<br><br>Rarely | Developing<br><br><br>Occasionally | Acceptable Proficient<br><br>Usually | Target Exemplary<br><br>Consistently | Class: LEAD 512 # Students |
|---|---|---|---|---|---|
| ELCC 1.1 | 0% | 0% | 50% | 50% | 6 |
| ELCC 1.2 | 0% | 17% | 50% | 33% | 6 |
| ELCC 1.3 | 0% | 17% | 33% | 50% | 6 |
| ELCC 1.4 | 0% | 0% | 50% | 50% | 6 |
| ELCC 2.1 | 0% | 0% | 17% | 83% | 6 |
| ELCC 2.2 | 0% | 0% | 0% | 100% | 6 |
| ELCC 2.3 | 0% | 0% | 17% | 83% | 6 |
| ELCC 2.4 | 0% | 0% | 17% | 83% | 6 |
| ELCC 3.1 | 0% | 0% | 33% | 67% | 6 |
| ELCC 3.2 | 0% | 0% | 17% | 83% | 6 |
| ELCC 3.3 | 0% | 0% | 17% | 83% | 6 |
| ELCC 4.1 | 0% | 0% | 67% | 33% | 6 |
| ELCC 4.2 | 0% | 0% | 67% | 33% | 6 |
| ELCC 4.3 | 0% | 0% | 83% | 17% | 6 |
| ELCC 6.1 | 0% | 17% | 67% | 17% | 6 |