

# **Professional Education Program**

## Portfolio Assessment

#### **Brief Description**

The administrative portfolio should be viewed as one tool available for evaluating both the personal growth of an intern during the educational leadership internship and the level of understanding attained in specific ISLLC leadership standards. When completed, the portfolio will document the actual activities and tasks that were performed throughout the entire internship, the reflections made by the intern on their learning process, and the depth of knowledge learned. The net result is an individualized portrait of the intern as an educational leader.

This portrait of the candidate is fully realized through the intern's deliberate selection of artifacts and thoughtful reflection on those artifacts. The selected documents should verify that engagement and learning occurred and the reflection should reveal personal growth or proficiency in each standard. The chosen documents should be organized within the portfolio according to the six major ISLLC leadership standards.

### **Alignment to Standards**

The *Portfolio Assessment* is used by the SBU intern supervisor at the end of the internship to evaluate the degree of learning occurring as a result of the combined tasks, activities and projects engaged by the intern. For purposes of NCATE evaluation, only the results for ISLLC leadership standards 4C, 4D, 6A, 6B, and 6C will be evaluated by the *Portfolio Assessment*. This tool will assess the professional and pedagogical knowledge and skills necessary to work effectively with students, families, colleagues and other community stakeholders (community relations) and the ability to support student learning and development while working within the larger context.

- 4C Build and sustain positive relationships with families and caregivers.
- 4D Build and sustain productive relationships with community partners.
- 6A Understand the Larger Educational Context
- 6B Respond to the Larger Educational Context
- 6C Influence the Larger Educational Context

**Scoring Guide** 

The SBU intern supervisor uses all supporting documentation and written submissions to evaluate the level attained by the candidate in each the ISLLC leadership standards listed in this assessment tool. The intern supervisor evaluates the candidate using a 4-point rubric for each of the ISLLC leadership standards. The level of proficiency is to be rated from 1 (Unacceptable) to 4 (Distinguished) using the accompanying rubrics as a guide for the evaluation. Note: Evaluators should use the ELCC sub-elements listed in the boxes for assistance during the evaluation process. Not all of the ELCC sub-elements have to be observed during the internship.

#### Scoring Guide:

ISLLC Standard #4: An education leader promotes the success of every student by
collaborating with faculty and community members, responding to diverse community
interests and needs, and mobilizing community resources.

Standard Function	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4
4C. Build and	Candidate cannot	Candidate can	Candidate can develop	Candidate can
sustain positive	develop and implement	partially develop	and implement strategies	effectively develop and
relationships	strategies that support	and implement	that support the	implement many
with families and	the involvement of	strategies that	involvement of families in	strategies that support
	families in the	support the	the education of their	the involvement of
caregivers.	education of their	involvement of	children that reinforces for	families in the
	children that reinforces	families in the	district staff a belief that	education of their
	for district staff a belief	education of their	families have the best	children that reinforces
	that families have the	children that	interests of their children	for district staff a belief
	best interests of their	reinforces for district	in mind.	that families have the best interests of their
	children in mind.	staff a belief that		
	(ELCC 4.1h)	families have the best interests of their		children in mind.
		children in mind.		
4D. Build and	Unaccontable 1		Meets Standards - 3	Distinguished 4
_	Unacceptable - 1	Min Meets - 2 Candidate can	Candidate <b>can</b> apply an	<b>Distinguished - 4</b> Candidate <b>effectively</b>
sustain	Candidate <b>cannot</b> apply an understanding of		understanding of	applies an
productive	community relations	sometimes apply an understanding of	community relations	understanding of
relationships	models, marketing	community relations	models, marketing	community relations
with community	strategies and	models, marketing	strategies and processes,	models, marketing
	processes, data driven	strategies and	data driven decision-	strategies and
partners.	decision-making, and	processes, data	making, and	processes, data driven
	communication theory	driven decision-	communication theory to	decision-making, and
	to craft frameworks for	making, and	craft frameworks for	communication theory
	school, business,	communication	school, business,	to craft <b>many</b>
	community,	theory to craft	community, government,	frameworks for school,
	government, and higher	frameworks for	and higher education	business, community,
	education partnerships.	school, business,	partnerships.	government, and higher
	(ELCC 4.1c)	community,	1	education partnerships.
		government, and	Candidate can	I I I I I I
	Candidate does not	higher education	demonstrate an ability to	Candidate demonstrates
	demonstrate an ability	partnerships.	develop and implement a	a <b>strong</b> ability to
	to develop and		plan for nurturing	develop and implement
	implement a plan for	Candidate partially	relationships with	a plan for nurturing
	nurturing relationships	demonstrates an	community leaders and	relationships with
	with community leaders	ability to develop	reaching out to different	community leaders and
	and reaching out to	and implement a plan	business, religious,	reaching out to different
	different business,	for nurturing	political, and service	business, religious,
	religious, political, and	relationships with	organizations to	political, and service
	service organizations to	community leaders	strengthen programs and	organizations to
	strengthen programs	and reaching out to	support district goals.	strengthen programs
	and support district	different business,		and support district
	goals. (ELCC 4.1d)	religious, political,	Candidate can	goals.
		and service	demonstrate the ability to	
	Candidate does not	organizations to	involve community	Candidate demonstrates
	demonstrate the ability	strengthen programs	members, groups, and	a <b>strong</b> ability to
	to involve community	and support district	other stakeholders in	involve community
	members, groups, and	goals.	district decision- making,	members, groups, and

	other stakeholders in		reflecting an	other stakeholders in
	district decision-	Candidate partially	understanding of	district decision-
	making, reflecting an	demonstrates the	strategies to capitalize on	making, reflecting an
	understanding of	ability to involve	the district's integral role	understanding of
	strategies to capitalize	community	in the larger community.	strategies to capitalize
	on the district's integral	members, groups,		on the district's integral
	role in the larger	and other	Candidate can	role in the larger
	community. (ELCC	stakeholders in	demonstrate the ability to	community.
	4.1e)	district decision-	collaborate with	
		making, reflecting an	community agencies to	Candidate demonstrates
	Candidate does not	understanding of strategies to	integrate health, social,	a <b>strong</b> ability to
	demonstrate the ability to collaborate with	capitalize on the	and other services in the schools to address student	collaborate with community agencies to
	community agencies to	district's integral role	and family conditions that	integrate health, social,
	integrate health, social,	in the larger	affect learning.	and other services in the
	and other services in the	community.	arreet learning.	schools to address
	schools to address	community.		student and family
	student and family	Candidate partially		conditions that affect
	conditions that affect	demonstrates the		learning.
	learning. (ELCC 4.1f)	ability to collaborate		
		with community		
		agencies to integrate		
		health, social, and		
		other services in the		
		schools to address		
		student and family		
		conditions that affect		
ICI I C Standard #4	An advication las	learning.		udopt by
			success of every st	
	sponding to, and in	fluencing the pol	litical, social, econor	nic, legal, and
cultural context.				
<b>Standard Function</b>	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4
6A.Advocate for	Candidate does not	Candidate partially	Candidate can	Candidate demonstrates
	demonstrate the ability	demonstrates the	demonstrate the ability to	a <b>strong</b> ability to
children,	to advocate for policies	ability to advocate	advocate for policies and	advocate for policies
children, families, and	to advocate for policies and programs that	ability to advocate for policies and	advocate for policies and programs that promote	advocate for policies and programs that
children,	to advocate for policies and programs that promote equitable	ability to advocate for policies and programs that	advocate for policies and programs that promote equitable learning	advocate for policies and programs that promote equitable
children, families, and	to advocate for policies and programs that promote equitable learning opportunities	ability to advocate for policies and programs that promote equitable	advocate for policies and programs that promote equitable learning opportunities and success	advocate for policies and programs that promote equitable learning opportunities
children, families, and	to advocate for policies and programs that promote equitable learning opportunities and success for all	ability to advocate for policies and programs that promote equitable learning	advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless	advocate for policies and programs that promote equitable learning opportunities and success for all
children, families, and	to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of	ability to advocate for policies and programs that promote equitable	advocate for policies and programs that promote equitable learning opportunities and success	advocate for policies and programs that promote equitable learning opportunities
children, families, and	to advocate for policies and programs that promote equitable learning opportunities and success for all	ability to advocate for policies and programs that promote equitable learning opportunities and	advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic	advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic
children, families, and	to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic	ability to advocate for policies and programs that promote equitable learning opportunities and success for all	advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity,	advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of
children, families, and	to 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	ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background,	advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other	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
children, families, and	to 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. (ELCC	ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender,	advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other	advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or
children, families, and	to 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	ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other	advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other	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
children, families, and	to 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. (ELCC	ability to 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	advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other	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
children, families, and caregivers.	to 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. (ELCC 6.3b)	ability to 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.	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.	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.
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children, families, and caregivers. 6B. Act to influence local, district, state, and national decisions affecting student	to 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. (ELCC 6.3b) <b>Unacceptable - 1</b> Candidate <b>does not</b> demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. (ELCC 6.1c) Candidate <b>does not</b> demonstrate an understanding of how to develop lines of communication with	ability to 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. <b>Min Meets - 2</b> Candidate <b>partially</b> demonstrates an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. Candidate <b>partially</b> demonstrates an understanding of how to develop lines of communication	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.	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. <b>Distinguished - 4</b> Candidate demonstrates a <b>comprehensive</b> understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. Candidate demonstrates a <b>comprehensive</b> understanding of how to develop lines of communication with local, state, and federal
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children, families, and caregivers. 6B. Act to influence local, district, state, and national decisions affecting student	to 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. (ELCC 6.3b) <b>Unacceptable - 1</b> Candidate <b>does not</b> demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. (ELCC 6.1c) Candidate <b>does not</b> demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively	ability to 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. <b>Min Meets - 2</b> Candidate <b>partially</b> demonstrates an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. Candidate <b>partially</b> demonstrates an understanding of how to develop lines of communication with local, state, and federal authorities	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.	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. <b>Distinguished - 4</b> Candidate demonstrates a <b>comprehensive</b> understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. Candidate demonstrates a <b>comprehensive</b> understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved
children, families, and caregivers. 6B. Act to influence local, district, state, and national decisions affecting student	to 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. (ELCC 6.3b) <b>Unacceptable - 1</b> Candidate <b>does not</b> demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. (ELCC 6.1c) Candidate <b>does not</b> demonstrate an understanding of how to develop lines of communication with local, state, and federal	ability to 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. <b>Min Meets - 2</b> Candidate <b>partially</b> demonstrates an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. Candidate <b>partially</b> demonstrates an understanding of how to develop lines of communication with local, state, and	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.	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. <b>Distinguished - 4</b> Candidate demonstrates a <b>comprehensive</b> understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. Candidate demonstrates a <b>comprehensive</b> understanding of how to develop lines of communication with local, state, and federal authorities and federal authorities and federal authorities of

	regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests. (ELCC 6.3a) Unacceptable - 1	policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests. <b>Min Meets - 2</b>	specific district, both directly and through organizations representing schools, educators, or others with similar interests. Meets Standards - 3	specific district, both directly and through organizations representing schools, educators, or others with similar interests.
anticipate emerging trends and initiatives in order to adapt leadership strategies.	demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district. (ELCC 6.2c) Candidate <b>does not</b> demonstrate an ability to use public information and research-based knowledge of issues	demonstrates the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district. Candidate demonstrates a <b>partial</b> ability to use public information and research-based	demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district. Candidate <b>can</b> demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and	a <b>strong</b> ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district. Candidate demonstrates a <b>strong</b> ability to use public information and research-based knowledge of issues and trends to collaborate with
	and trends to collaborate with community members and community organizations to have a positive affect on student learning. (ELCC 4.1b)	knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.	community organizations to have a positive affect on student learning.	community members and community organizations to have a positive affect on student learning.