

ALLIANT INTERNATIONAL UNIVERSITY
GRADUATION SCHOOL OF EDUCATION



PORTFOLIO GUIDELINES

FOR CANDIDATES ENROLLED IN THE
MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP, AND
PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL
PROGRAMS

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Introduction

Administrative Services Credential Candidates will create a Portfolio of culminating artifacts to demonstrate their knowledge and understanding of the California Administrator Performance Expectations (CAPEs).

The purpose of the Program Portfolio is to:

1. Serve as a tool for candidates to synthesize their academic program of study and their field experiences and achievements in professional practice. The portfolio provides evidence of the candidate's learning and experience and reflection on that work. It tells the story of a candidate's efforts, progress, and achievement in developing his/her understanding of educational leadership. The portfolio also provides an avenue for self- assessment, goal setting, and planning for continued professional development.
2. Serve as a summative evaluation tool to ensure that each candidate completing the program and to meet California Administrator Performance Expectations (CAPEs).

Organization

- I. Professional profile
- II. Demonstration of understanding of the knowledge base in educational leadership
- III. Synthesis of theory, research, and practice

The Professional Profile presents the candidate's professional philosophies, experiences, and goals. The sections include:

- Introduction
- Resume
- Program of study
- Professional goals
- Statement of ethics
- Leadership framework

The California Administrator Performance Expectations (CAPEs):

- Development & Implementation of a Shared Vision
- Instructional Leadership
- Management and Learning Environment
- Family and Community Engagement
- Ethics and Integrity
- External Context and Policy

The demonstration of understanding shows the candidate's ability to synthesize and make connections among theory, research, and practice by:

- Writing what he/she knows and understands about each of the six program domains using theory, research, and current literature to support explanations
- Describing how each of the six program domains is enacted in professional practice using examples observed or experienced in the candidate's own professional practice
- Selecting and describing two documentary artifacts in each of the program domains, including how the artifacts demonstrate the candidate's understanding of the domain, and how they demonstrate the candidate's thinking and growth as a school leader

Candidates will include synthesis of Theory, Research, and Professional Practice. The synthesis is a reflection on leadership and on the candidate's leadership strengths and areas for learning and growth. The synthesis section includes:

- A graphic conceptual model of leadership
- A reflection on leadership
- A self-assessment of leadership strengths and limitations in relation to the leadership framework
- A plan for professional growth

Evaluation of the Portfolio

The Candidate's Program Portfolio will be assessed by two members of the faculty of the Educational Leadership Program, using the rubric(s) for evaluation contained in these guidelines (see Appendix 4 and 5). Each faculty assessor assigned to the portfolio individually evaluates the portfolio. Then the assessors compare their individual evaluations. If differences occur, the assessors discuss the differences and work toward a consensus evaluation. If consensus cannot be reached, the program director determines the final evaluation.

APPENDICES

APPENDIX 1
Outline of Professional Portfolio Contents

Title Page
Table of Contents

Section I - Professional Profile

1. Introduction:

- Name
- Current title/position
- Brief description of the work place
- Brief description of the leadership role(s) in your setting
- Brief history/description of the reason(s) for pursuing a school leadership position

2. Current Resume:

- Identifying information (name, address, contact number, e-mail)
- Educational background (degrees held, institutions where completed, and year awarded)
- Certifications
- Work experiences (position, place of employment, term of employment, brief summary of responsibilities)
- Leadership activities
- Professional honors/awards
- Training/professional development activities
- Professional organization memberships/activities
- Special skills

3. Program of Study

- Course number
- Title
- Term taken
- Grade
- Instructor
- Selected artifacts from the course
- Reflections on the course content

4. Professional Goals

The statement of professional goals describes candidate's short and long-term professional goals.

5. Statement of Ethics

The statement of ethics describes the candidate's personal standards for exemplary professional conduct as a school leader. The statement of ethics is grounded in the beliefs and ideals of the candidate regarding the responsibilities and accountability of a school leader to his/her school and community.

6. Educational Platform

The educational platform describes the beliefs, values, and commitments to practice that are the foundation of the candidate's leadership stance or theory of practice. The leadership framework describes the candidate's:

- Vision of a good school
- Vision of school leadership
- Key leadership principles/values on which the candidate will base his/her work as a school leader
- Commitments to enact his/her vision and values in practice.

Demonstration of Understanding

7. Demonstration of Understanding of the Knowledge Base in Educational Leadership

The demonstration of understanding shows the candidate's ability to synthesize and make connections among theory, research, and practice.

- Writes what he/she knows and understands about the domain, using theory, research, and current literature to support explanations.
- Describes how the domain is enacted in professional practice using examples observed or experienced in the candidate's own professional practice.
- Selects two documentary artifacts from Taskstream or Canvas that provide evidence of the candidate's thinking, acting, and being as a potential school leader.
- Artifacts should provide rich evidence of the candidate's academic work; one artifact should provide rich evidence of the candidate's day-to-day leadership in his/her professional practice.
- Writes a reflection for each artifact, describing the artifact, how the artifact demonstrates the understanding of the CAPEs, and how the artifact demonstrates the candidate's thinking and growth as a school leader. The artifacts and reflections when considered together should represent a rich and cohesive picture of the candidate's understanding and practice of school leadership.

Section ID - Synthesis of Theory, Research, and Professional Practice

8. Synthesis of Theory, Research, and Professional Practice

The synthesis is a reflection on leadership and on the candidate's leadership strengths and areas for learning and growth. The synthesis section includes:

- A reflection on leadership. The reflection is a personal analysis of the "whole" of your program of study, practicum, and professional experiences. It explores the ways in which your program, practicum, and professional experiences helped you to further understand the responsibilities of school leadership and define yourself as a school leader.
- A self-assessment of leadership strengths and limitations in relation to the candidate's leadership framework. The self-assessment is your exploration of how strengths and limitations will contribute to the candidate's realization of the vision, values/principles, and commitments that he/she articulated in the leadership framework.
- A professional growth plan. The professional growth plan describes the steps that the candidate will take to enhance his/her knowledge, skills, and practice of school leadership to address limitations identified in the self-assessment.

APPENDIX 2
Educational Leadership/Preliminary Administrative Services Credential
Description of CAPEs

CAPE Standards	Description
<i>Development & Implementation of a Shared Vision</i>	Each candidate is able to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. Candidates demonstrate their ability to meet the standard as they: 1) develop a shared vision, 2) plan and implement activities around the vision, and 3) allocate resource to support the vision.
<i>Instructional Leadership</i>	Each candidate is able to promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Candidates demonstrate their ability to meet the standard as they: 1) develop school culture and ensure equity, 2) guide the instructional program, 3) guide professional growth of staff, and 4) create and utilize accountability systems.
<i>Management and Learning Environment</i>	Each candidate promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. Candidates demonstrate their ability to meet the standard as they: 1) ensure a safe school environment, 2) create an infrastructure to support an effective learning environment, 3) manage the school learning-support system, 4) monitor and evaluate the program and staff.
<i>Family and Community Engagement</i>	Each candidate promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. Candidates demonstrate their ability to meet the standard as they: 1) collaborate to incorporate the perspective of families and community members, 2) establish and manage linkage between the site and the larger community context, and 3) engage and coordinate support from agencies outside the school.
<i>Ethics and Integrity</i>	Each candidate promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity. Candidates demonstrate their ability to meet the standard as they: 1) maintain ethical standards of professionalism, 2) guide sound courses of action using pertinent, state-of-the-art methods, 3) model reflective practice and continuous growth, and 4) sustain professional commitment and effort.
<i>External Context and Policy</i>	Each candidate promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. Candidates demonstrate their ability to meet the standard as they: 1) engage with the policy environment to support school success, 2) interact with stakeholders, and 3) incorporate input from the public.

APPENDIX 4

Log of Field Experiences

CAPE Standard 1: Development & Implementation of a Shared Vision

- Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students

Element	Field Experience Activities	Hours/ Date
<p>I(a) New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students</p>		
<p>I(b) New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individual and entities within the California education system that shape staff and community involvement.</p>		
<p>I(c) New administrators recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning.</p>		

CAPE Standard 2: Instructional Leadership

- Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

Element	Field Experience Activities	Hours/ Date
<p>2(a) New administrators recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well-being.</p>		
<p>2(b) New administrators understand the role for instructional leader and use the state-adopted standards and frameworks to guide, support and monitor teaching and learning.</p>		
<p>2(c) New administrators know and apply research-based principles of adult learning theory and understand how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice.</p>		
<p>2(d) new administrators know and understand TK-12 student content standards and frameworks, TK-12 performance expectations, and aligned instructional and support practices focused on providing equitable learning opportunities so that all students graduate ready for college and careers.</p>		

CAPE Standard 3: Management and Learning Environment

- Education leaders manage the organization to cultivate a safe and productive learning and working environment

Element	Field Experience Activities	Hours/ Date
3(a) New administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well-being.		
3(b) New administrators know the importance of established structures, policies and practices that lead to all students graduating ready for college and career.		
3(c) New administrators understand the leader’s role in establishing a positive, productive school climate, supportive of staff, students and families.		
3(d) New administrators know how effective management of staff and the school’s budget supports student and site needs.		

CAPE Standard 4: Family and Community Engagement

- Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

Element	Field Experience Activities	Hours/ Date
<p>4(a) new administrators engage families in education and school activities and understand the benefits of and regulation pertaining to their involvement.</p>		
<p>4(b) New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well-being.</p>		

CAPE Standard 5: Ethics and Integrity

- Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

Element	Field Experience Activities	Hours/ Date
5(a) New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals		
5(b) New administrators develop and know how to use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decision on behalf of all students.		
5(c) New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community.		

CAPE Standard 6: External Context and Policy

- Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

Element	Field Experience Activities	Hours/ Date
<p>6(a) New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community.</p>		
<p>6(b) New administrators understand that they are a spokesperson for the school’s accomplishments and needs.</p>		

Leadership Activities

CAPE Standard 1: Development & Implementation of a Shared Vision

Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students

Standard	Clinical Prompts
<p>I(a) New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students</p>	<ul style="list-style-type: none"> • Develop a theory of action directed at getting to the shared vision by using relevant student data. • Participate in a committee created to build a shared vision. • Plan or facilitate retreats/meetings on teambuilding and building a shared vision. • As part of the WASC accreditation process, lead or assist in the development of the school’s vision with agreement and input from all stakeholders. • Survey stakeholders to determine their perceptions of how a school vision is communicated.
<p>I(b) New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individual and entities within the California education system that shape staff and community involvement.</p>	<ul style="list-style-type: none"> • Plan staff development concentrating on the concept of vision and on brainstorming activities regarding the development, articulation, implementation, and evaluation of your school’s own vision. • Participate in publication of the school newspaper and/or Principal’s Newsletter.
<p>I(c) New administrators recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning.</p>	<ul style="list-style-type: none"> • Develop a program budget to support a school-wide instructional goal. • Develop a model to prioritize budget expenditures. • Interview a principal to identify the school’s resources. • Participate in the budget committee. • Participation in a school site council as allocation of resources.

The aforementioned prompts are activities for the Candidate to consider that align to the CAPEs.

Standard 2: Instructional Leadership

Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

Standard	Clinical Prompts
<p>2(a) Each candidate understands and is able to create an accountability system of teaching and learning based on student learning standards.</p>	<ul style="list-style-type: none"> • Develop rubrics for standard-based student learning outcomes. • Facilitate or participate in a discussion to develop a fair and equitable teacher evaluation system.
<p>2(b) Each candidate is able to use research and site-base data to design, implement, support, evaluate and improve instructional programs and to drive professional development of staff.</p>	<ul style="list-style-type: none"> • Help plan action research and evaluation projects necessary to ensure student learning. • Analyze the total norm-referenced test results for an individual teacher or grade level, using a computer.
<p>2(c) Each candidate utilizes multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students.</p>	<ul style="list-style-type: none"> • Analyze a school’s scores by API subgroups. Look for trends and identify areas that need improvement and present a plan to the faculty. • Supervise the maintenance of accurate records relating to student progress and exit from school.
<p>2(d) Each candidate knows how to shape a culture where high expectations for all students and for all subgroups of students is the core purpose.</p>	<ul style="list-style-type: none"> • Facilitate constructive conversations with school staff about how to improve student learning and achievement. • Facilitate or participate in the development and/or implementation of two different IEP instructional programs.

The aforementioned prompts are activities for the Candidate to consider that align to the CAPEs.

Standard 3: Management and Learning Environment

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

Standard	Clinical Prompts
<p>3(a) new administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well-being.</p>	<ul style="list-style-type: none"> • Develop a handbook for substitute teachers containing a lesson plan model and all pertinent information necessary to ensure continuity of a classroom program. • Evaluate a substitute teacher or a student teacher. • Develop an evaluation form. • Review job descriptions of the various classified positions in school. • Observe a teacher’s lesson and provide feedback.
<p>3(b) New administrators know the importance of established structures, policies and practices that lead to all students graduating ready for college and career.</p>	<ul style="list-style-type: none"> • Design a plan to create a welcoming environment at your school. • Carry out supervision of special events such as assemblies and athletic events. • Develop and/or implement an after-school remedial program. • Complete student and employee accident reports. • Conduct an inspection with the head custodian of the classroom and grounds. • Construct a schedule of classes and teacher assignments for a new semester/year/track. • Assist in preparing attendance records reports. • Participate in the review of the monthly attendance record forms.
<p>3(c) New administrators understand the leader’s role in establishing a positive, productive school climate, supportive of staff, students and families.</p>	<ul style="list-style-type: none"> • Examine employee contracts and list 10 items that could most impact the site administrator. • Develop practical guidelines on working with certificated and classified staff with disabilities. • Review school/district policies on handling data files that contain personal information of students and staff. • Evaluate the district personnel evaluation form to see if it matches district
<p>3(d) New administrators know how effective management of staff and the school’s budget supports student and site needs.</p>	<ul style="list-style-type: none"> • Conduct an analytic study of community demographics, needs, and groups. Identify projected changes in population in your school district within the next five to ten years. • Review categorical budgets. • Conduct an inventory of instructional supplies and equipment. • Participate in the development of the budget for maintenance. • Review budgets for any existing programs of differential pay (e.g., coaching, drama, music).

The aforementioned prompts are activities for the Candidate to consider that align to the CAPEs.

CAPE Standard 4: Family and Community Engagement

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

Standard	Clinical Prompts
4(a) new administrators engage families in education and school activities and understand the benefits of and regulation pertaining to their involvement.	<ul style="list-style-type: none">• Develop a plan for appropriate staff and community involvement in the budget process at your school site.• Gather and assess data to determine the perspectives of the diverse constituencies in your school community.• Participate in a community forum on school issues.• Work with parents and staff to create and conduct a parent survey or needs assessment and report back the results to SSC/parent groups to incorporate changes into school plans.• Train staff in plan-do-study-act procedure for action planning based on parent responses to surveys or needs assessments.
4(b) New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well-being.	<ul style="list-style-type: none">• Conduct an analytic study of community demographics, needs, and groups. Identify projected changes in population in your school district within the next five to ten years.• Interview various groups of diverse family and community members to find out their goals and aspirations for their children and the school.• Work with parents and staff to create a parent survey and needs assessment; report

The aforementioned prompts are activities for the Candidate to consider that align to the CAPEs.

CAPE Standard 5: Ethics and Integrity

Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

Standard	Clinical Prompts
<p>5(a) New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals.</p>	<ul style="list-style-type: none"> • Facilitate a grade level/department or staff meeting using a selected decision-making process. • Work with the counseling staff to collaboratively work with child service specialists to develop a staff program on working with problem students in a positive manner without negative verbal and nonverbal confrontations.
<p>5(b) New administrators develop and know how to use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decision on behalf of all students.</p>	<ul style="list-style-type: none"> • (Help to) provide seminars for staff that explore ethical and legal behavior and facilitate reflective opportunities to grow in integrity and professionalism.
<p>5(c) New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community.</p>	<ul style="list-style-type: none"> • Lead discussions at a faculty and staff meeting about the connections between integrity, fairness, and ethics and the necessity of a nurturing, supportive environment for students, faculty, and staff.

The aforementioned prompts are activities for the Candidate to consider that align to the CAPEs.

CAPE Standard 6: External Context and Policy

Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

Element	Field Experience Activities
6(a) New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community.	<ul style="list-style-type: none">• Facilitate a grade level/department or staff meeting using a selected decision-making process.• Facilitate a group of teachers within a grade level/department to use the backwards-planning process to design a less/unit that all teachers agree to deliver and then collaborate around the student work.
6(b) New administrators understand that they are a spokesperson for the school’s accomplishments and needs.	<ul style="list-style-type: none">• Attend a district board meeting or a city council meeting.• Follow through on a student discipline case.• Participate in the Coordinated Compliance Review (CCR), WASC or Program Quality Review (PQR) process.• Assume responsibility for the supervision of the student-body funds.• Become familiar with the administrative and financial operation of the cafeteria.• Attend an expulsion meeting.• Observe or participate in a parent conference regarding the suspension of a student.• Facilitate or participate in the development of an IEP for student.

The aforementioned prompts are activities for the Candidate to consider that align to the CAPEs.

APPENDIX 5
Program Portfolio Checklist and Evaluation Rubrics

- ___ Title Page
- ___ Table of Contents

Section I - Professional Profile

- ___ Introduction to the Portfolio
- ___ Current Resume
- ___ Program of Study
- ___ Professional Goals
- ___ Statement of Ethics
- ___ Leadership Framework

Section II - Demonstration of Understanding of the Knowledge Base in Educational Leadership

- Development & Implementation of a Shared Vision
 - ___ Explanation of domain
 - ___ Description of how domain is enacted in professional practice
 - ___ Two documentary artifacts (one academic, one practice)
 - ___ Reflection for each artifact

- Instructional Leadership
 - ___ Explanation of domain
 - ___ Description of how domain is enacted in professional practice
 - ___ Two documentary artifacts (one academic, one practice)
 - ___ Reflection for each artifact

- Management and Learning Environment
 - ___ Explanation of domain
 - ___ Description of how domain is enacted in professional practice
 - ___ Two documentary artifacts (one academic, one practice)
 - ___ Reflection for each artifact

- Family and Community Engagement
 - ___ Explanation of domain
 - ___ Description of how domain is enacted in professional practice
 - ___ Two documentary artifacts (one academic, one practice)
 - ___ Reflection for each artifact

- Ethics and Integrity
 - ___ Explanation of domain
 - ___ Description of how domain is enacted in professional practice
 - ___ Two documentary artifacts (one academic, one practice)
 - ___ Reflection for each artifact

- External Context and Policy
 - Explanation of domain
 - Description of how domain is enacted in professional practice
 - Two documentary artifacts (one academic, one practice)
 - Reflection for each artifact

Section III - Synthesis of Theory, Research, and Professional Practice

- Visual conceptual model of leadership
- Reflection on leadership
- Self-assessment of leadership strengths and limitations in relation to the leadership framework
- Professional growth plan

APPENDIX 6
Program Portfolio Evaluation Rubrics

Section I - Professional Profile

Rating	0 - Does not meet requirements	1-Needs improvement	2-Meets requirements	3 - Exemplary
	<ul style="list-style-type: none"> • No professional goals • No statement of ethics • No vision of a good school • No vision of school leadership • No personal principles/values about leadership • No personal commitments to leadership actions 	<ul style="list-style-type: none"> • Vague, unclear or missing short- or long-term career goals • Vague, unclear beliefs about ethical conduct, disconnected from leadership responsibilities to the school community • Vague, unclear vision of a good school and school leadership • Vague, unclear principles/values or commitments to leadership actions 	<ul style="list-style-type: none"> • Clear but general short- and long-term career goals • Clear but general personal beliefs about exemplary professional conduct, identifying leadership responsibilities to school community • Clear but general vision of a good school and school leadership • Clear but general personal principles/values and commitments to leadership actions 	<ul style="list-style-type: none"> • Clear, specific short- and long-term career goals • Well stated, specific and compelling personal beliefs about exemplary professional conduct, clearly identifying leadership responsibilities to school community • Well stated, specific and compelling vision of a good school and school leadership • Well stated, specific and compelling personal principles/values and commitments to leadership actions

Section II - Demonstration of Understanding of the Knowledge Base in Educational Leadership

Rating	0 - Does not meet requirements	1-Needs improvement	2-Meets requirements	3 - Exemplary
	<ul style="list-style-type: none"> • Missing descriptions of 3 or more domains • No use of theory, research and current literature • Missing examples of how domains are enacted in practice • Missing description of artifacts or relationship of artifacts to leadership framework, leadership actions & growth as a leader • Missing artifacts 	<ul style="list-style-type: none"> • Vague, unclear descriptions of the domains or missing 1-2 domains • Little use of theory, research and current literature • Vague or inconsistent examples of how domains are enacted in practice • Vague description of artifacts and inconsistent description of relationship of artifacts to leadership framework, leadership actions and growth as a leader • Too many artifacts selected from either course work or practice 	<ul style="list-style-type: none"> • Clear but general descriptions of the domains, using theory, research and current literature • Clear but general examples of how domains are enacted in practice • Clear description of artifacts and their relationship to leadership framework, leadership actions & growth as a leader • Well-balanced selection of artifacts from course work and practice 	<ul style="list-style-type: none"> • Clear, specific, well-articulated descriptions of the domains, using theory, research and current literature • Clear, specific, well-articulated examples of how domains are enacted in practice • Clear, well-articulated description of artifacts and their relationship to leadership framework, leadership actions and growth as a leader • Well-balanced selection of artifacts from course work and practice

Section III - Synthesis of Theory, Research, and Professional Practice

Rating	0 - Does not meet requirements	1-Needs improvement	2-Meets requirements	3-Exemplary
	<ul style="list-style-type: none"> • No reflection on the effect of the program of study, practicum and professional experiences on his/her understanding of the responsibilities of school leadership • No exploration of the strengths and limitations as a potential school leader • No professional growth plan 	<ul style="list-style-type: none"> • Cursory reflection on the effect of the program of study, practicum and professional experiences on his/her understanding of the responsibilities of school leadership • Cursory exploration of the strengths and limitations as a potential school leader, sometimes disconnected from the leadership framework • Vague or cursory description of the professional development in general 	<ul style="list-style-type: none"> • Generally thoughtful reflection on the effect of program of study, practicum and professional experiences on his/her understanding of the responsibilities of school leadership • Generally thoughtful candid exploration of the strengths and limitations as a potential school leader in relation to the leadership framework • General description of the steps the candidate will take to enhance his/her knowledge and skills to improve his/her practice of school leadership in relation to self-assessment 	<ul style="list-style-type: none"> • Thorough, thoughtful reflection on the effect of program of study, practicum and professional experiences on his/her understanding of the responsibilities of school leadership • Thoughtful, candid exploration of the strengths and limitations as a potential school leader in relation to the leadership framework • Clear, specific description of the steps the candidate will take to enhance his/her knowledge and skills to improve his/her practice of school leadership in relation to self-assessment