

UNCW Watson School of Education
Department of Educational Leadership
Master of School Administration Guidelines for Comprehensive Portfolio

A. Requirements: As of spring 2006, students earning a Master of School Administration degree must complete a comprehensive examination portfolio as part of the final semester of coursework in the program. The comprehensive portfolio should provide evidence of the twelve objectives as described in the Master of School Administration Program Sheet.

B. Guidelines: The following is the table of contents for your MSA portfolio. Part I includes a letter of no more than three single-spaced pages that summarizes your learning throughout the program. Part II details the evidence that meets MSA Program Objectives, ISLLC Standards and how each item of evidence meets selected standards.

I. Letter to the reader (3 pages maximum). The letter should include:

1. Discuss the professional goals you had when you entered the program and the extent to which they were achieved.
2. Explain how the degree program helped you grow professionally.
3. Reflect upon your ability to work effectively with colleagues, students, parents and the community.
4. Synthesize and analyze the ISLLC Standards and how the standards impact your current performance and future administrative knowledge, skills and dispositions.

II. Evidence that Meets Program Objectives and ISLLC Standards

In developing your portfolio, you will choose evidence that best represents your work in your MSA coursework. You should include a minimum of six and a maximum of eight artifacts in the portfolio. Each artifact should be aligned with the MSA program objectives and the ISLLC standards as illustrated through a matrix. One possible matrix is included below. At the beginning of each entry you should include a one-two page justification for the evidence, including:

1. A description of the entry.
2. A specific rationale for how you believe the entry meets the standards you have chosen and include the indicators as appropriate that fit this entry.
3. A reflection that includes what you learned from the process of preparing this entry to be part of your portfolio and how you will use the knowledge, skills and dispositions gained in your role as an administrator.

C. Committee Process and Defense of the Portfolio

During EDN 580, you will write a proposal statement that describes the intended contents of the portfolio using a matrix (see sample below). Your portfolio chair will be assigned to you prior to your internship and you will be notified by the MSA Coordinator. You and your portfolio chair will meet to approve the portfolio proposal, and to plan a timeline for completion. The second committee member will be your university supervisor. Your portfolio chair must approve your third committee member. It is highly recommended that the third committee member be a P-12 administrator. Committee information, date and time of defense should then be written and submitted to the MSA Coordinator by November 15th for December graduation and by April 15th for May graduation.

During EDN 580 and/or EDN 514, you will discuss the MSA online portfolio to be developed in a web-based toolset called “TaskStream.” Your defense should be completed before April 15th for spring or November 15th for fall to insure graduation. **Portfolios should be submitted to the committee for review no later than one week prior to the scheduled defense date.**

The defense is an opportunity for you to formally present your portfolio to your committee. You will be asked by your Chair to choose two-three of the artifacts that represent your greatest growth in the program and to discuss those selected entries in more detail. During the defense, you will be expected to critically analyze your knowledge, skills and dispositions and how they will allow you to positively impact the profession as an effective leader.

The defense typically lasts one hour and is open to faculty from the Watson School of Education and university community. Committee members are given the opportunity by the Chair to ask specific questions about the portfolio, about the candidate’s presentation detailed above, and/or about their overall learning experiences. At the end of the defense, the Committee will inform the candidate if the portfolio and the oral defense were satisfactory or unsatisfactory. For more information, please contact the MSA coordinator.

Sample MSA Matrix:

| MSA Courses Taken | PotentialArtifact/PortfolioEntry | MSA Program Objectives met | ISLLC Standards met |
|---------------------------|----------------------------------|----------------------------|---------------------|
| EDN 566 | | | |
| EDN 514 | | | |
| EDN 580 | | | |
| EDN 513 | | | |
| EDN 568 | | | |
| EDN 515 | | | |
| EDN 512 | | | |
| EDN 523 | | | |
| EDN 526 | | | |
| EDN 570-71 | | | |
| EDN 599 | | | |
| Selected Graduate Courses | | | |

Note: At least one artifact must demonstrate the ability to meet global, diversity, and advanced technology competencies. This artifact does not replace artifacts from professional courses or from academic subject areas. Instead, it shows how you infused global, diversity and technology in your course evidence.

Master of School Administration Comprehensive Portfolio Matrix

-EXAMPLE ONLY-

The matrix below indicates the evidence that represents my best work from the coursework required for the MSA program. Each artifact is aligned with the MSA Program Standards, and the ISSLC Standards.

| MSA Courses | Artifact | ISSLC Standards Met | MSA Program Objectives Met |
|--------------------|-------------------------------------|----------------------------|-----------------------------------|
| EDN 595 | Literature Review | 2, 5, | 7, 8, 9 |
| EDN 568 | Butler Avenue School Program Design | 1, 2, 5, | 2, 8, 9, 10, 12 |
| EDN 568 | Parent/EOG Powerpoint | 1, 4, | 5, 6, 8 |
| EDN 571 | PBS Leadership Project | 2, 3, 5, | 2, 5, 7, 8, 10 |
| EDN 568 | Needs Assessment | 1, 5, | 2, 8, 10 |
| EDN 595 | Technology Survey | 2, 5 | 3, 8, 9, 10, 11 |
| EDN 526 | Case Study Response | 1, 2, 3, 4, 5, 6 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12 |

Letter to the Reader

- *Discuss the professional goals you had when you entered the program and the extent to which they were achieved.*
- *Explain how the degree program helped you grow professionally.*
- *Reflect upon your ability to work effectively with colleagues, students, parents and the community.*
- *Synthesize and analyze the ISLLC Standards and how the standards impact your current performance and future administrative knowledge, skills and dispositions.*

Artifact X: Justification

-Should be no more than 3 pages in length-

Description of Artifact:

- *Give a description of the artifact.*
- *Where did you complete this artifact?*
- *Why did you do this artifact?*

ISSLC Standards and MSA Program Objectives Addressed:

- *Which ISLLC standards does this artifact address?*
- *Which MSA standards does this artifact address?*
- *Provide a rationale as to why you think this artifact demonstrates that you mastered these objectives / standards.*
- *This is about you and how including this artifact in your portfolio demonstrates your mastery.*

Reflection:

- *Why was completing this artifact valuable to you?*
- *How will what you learned through completing this activities required in this artifact impact you as a future school leader?*
- *Include what you learned from the process of preparing this entry to be part of your portfolio and how you will use the knowledge, skills, and dispositions gained in your role as an administrator.*

Standards

2008

Educational Leadership Policy Standards:

2008

As Adopted by the National Policy Board for Educational Administration



Educational Leadership Policy Standards

Educational Leadership Policy Standards: ISLLC 2008 as adopted by the National Policy Board for Educational Administration (NPBEA) on December 12, 2007.

Standard 1

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

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.

Functions:

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

INFORMATIONAL ONLY
-THIS DOCUMENT IS USED IN YOUR DEFENSE-

MSA COMMITTEE PORTFOLIO REVIEW

CANDIDATE: _____ **Committee Members:** _____

Committee members should complete one week prior to defense to determine areas of strength, areas for improvement/revision, and areas for additional defense questions.

| MSA Program Objectives: Which portfolio entries address each objective? | | |
|---|---|--|
| 1. Foster the collaborative creation and maintenance of a school vision based on community values and guided by empirical evidence of effective practices. | <input type="checkbox"/> Letter to the Reader <input type="checkbox"/> Artifact 1 <input type="checkbox"/> Artifact 2 <input type="checkbox"/> Artifact 3 <input type="checkbox"/> Artifact 4 | <input type="checkbox"/> Artifact 5 <input type="checkbox"/> Artifact 6 <input type="checkbox"/> Artifact 7 (optional) <input type="checkbox"/> Artifact 8 (optional) |
| 2. Systematically and consistently evaluate student performance and modify practices as necessary. | <input type="checkbox"/> Letter to the Reader <input type="checkbox"/> Artifact 1 <input type="checkbox"/> Artifact 2 <input type="checkbox"/> Artifact 3 <input type="checkbox"/> Artifact 4 | <input type="checkbox"/> Artifact 5 <input type="checkbox"/> Artifact 6 <input type="checkbox"/> Artifact 7 (optional) <input type="checkbox"/> Artifact 8 (optional) |
| 3. Systematically and consistently evaluate teacher performance and modify practices as necessary. | <input type="checkbox"/> Letter to the Reader <input type="checkbox"/> Artifact 1 <input type="checkbox"/> Artifact 2 <input type="checkbox"/> Artifact 3 <input type="checkbox"/> Artifact 4 | <input type="checkbox"/> Artifact 5 <input type="checkbox"/> Artifact 6 <input type="checkbox"/> Artifact 7 (optional) <input type="checkbox"/> Artifact 8 (optional) |
| 4. Establish a collegial and supportive school culture in which leadership positions are allocated equitably and on the basis of demonstrated knowledge and skill. | <input type="checkbox"/> Letter to the Reader <input type="checkbox"/> Artifact 1 <input type="checkbox"/> Artifact 2 <input type="checkbox"/> Artifact 3 <input type="checkbox"/> Artifact 4 | <input type="checkbox"/> Artifact 5 <input type="checkbox"/> Artifact 6 <input type="checkbox"/> Artifact 7 (optional) <input type="checkbox"/> Artifact 8 (optional) |
| 5. Encourage respectful relationships between and among all of the school's constituents—students, faculty, administration, families, and the larger community. | <input type="checkbox"/> Letter to the Reader <input type="checkbox"/> Artifact 1 <input type="checkbox"/> Artifact 2 <input type="checkbox"/> Artifact 3 <input type="checkbox"/> Artifact 4 | <input type="checkbox"/> Artifact 5 <input type="checkbox"/> Artifact 6 <input type="checkbox"/> Artifact 7 (optional) <input type="checkbox"/> Artifact 8 (optional) |
| 6. Are responsive to concerns of parents and the larger community, and to the diversity and pluralism of society generally. | <input type="checkbox"/> Letter to the Reader <input type="checkbox"/> Artifact 1 <input type="checkbox"/> Artifact 2 <input type="checkbox"/> Artifact 3 <input type="checkbox"/> Artifact 4 | <input type="checkbox"/> Artifact 5 <input type="checkbox"/> Artifact 6 <input type="checkbox"/> Artifact 7 (optional) <input type="checkbox"/> Artifact 8 (optional) |
| 7. Work to create and maintain a safe and orderly organization in which instruction and learning can be achieved. | <input type="checkbox"/> Letter to the Reader <input type="checkbox"/> Artifact 1 <input type="checkbox"/> Artifact 2 <input type="checkbox"/> Artifact 3 <input type="checkbox"/> Artifact 4 | <input type="checkbox"/> Artifact 5 <input type="checkbox"/> Artifact 6 <input type="checkbox"/> Artifact 7 (optional) <input type="checkbox"/> Artifact 8 (optional) |
| 8. Are versed in organizational analysis and possess the skills to identify areas of strength and areas in need of improvement. | <input type="checkbox"/> Letter to the Reader <input type="checkbox"/> Artifact 1 <input type="checkbox"/> Artifact 2 <input type="checkbox"/> Artifact 3 <input type="checkbox"/> Artifact 4 | <input type="checkbox"/> Artifact 5 <input type="checkbox"/> Artifact 6 <input type="checkbox"/> Artifact 7 (optional) <input type="checkbox"/> Artifact 8 (optional) |
| 9. Make decisions and allocate resources rationally on the basis of evidence and/or demonstrated need. | <input type="checkbox"/> Letter to the Reader <input type="checkbox"/> Artifact 1 <input type="checkbox"/> Artifact 2 <input type="checkbox"/> Artifact 3 <input type="checkbox"/> Artifact 4 | <input type="checkbox"/> Artifact 5 <input type="checkbox"/> Artifact 6 <input type="checkbox"/> Artifact 7 (optional) <input type="checkbox"/> Artifact 8 (optional) |

(Over)

Instructions for Creating Your MSA Portfolio

It may help if you view the UNCW Tutorials if needed. They are found here:
<http://www.uncw.edu/ed/online/taskstream.html>

1. Log into Taskstream
2. Down the left column of tools find and click once on Folios & Web Pages tab at the top..



3. In the box at the top type “HEA 304 Portfolio of (Your Name)”.

Example:

| | | |
|---|--------------------------------|-----------------|
| New Folio or Web Page Name: (Max 100 chars) | MSA Portfolio of Sammy C. Hawk | Continue |
|---|--------------------------------|-----------------|

4. Click the Continue tab.
5. On the next screen choose Custom Templates. Then select the template titled “MSA Comprehensive Portfolio 2006”.

| | | |
|----------------------------------|--|----------------|
| New Folio/Web Page Name: | MSA Portfolio of Sammy C. Hawk | |
| Select Template Category: | <input type="radio"/> General Purpose Templates (created by Taskstream) <input checked="" type="radio"/> Custom Templates (designed by your learning community) | |
| Select Custom Template: | MSA Portfolio | Preview |
| Cancel Continue | | |

6. Click the Continue tab.
7. The next screen allows you to select a style for your portfolio. You can make the portfolio any style you choose. You can select the layout and the theme. Then scroll down and select Save Changes.
8. Click the Edit Content tab at the top of the portfolio. You will now see links on the left for each of the aspects required for the portfolio. To add evidences or edit these simply click on them. You can add images, upload documents, link to other site, and more by using the features found at the bottom of the page. To edit the text within the section, click on *Edit Text & Image*.
9. You have now completed creating your web portfolio. You will not have to do the above steps again. To view or add to your portfolio in the future, simply click on the Folios & Web Pages Tab, and then choose your portfolio.