

Appendix F

Alverno College Master of Arts in Education Specialization in Instructional Leadership

The Practicum for the Director of Instruction license takes place across the coursework, as students develop and practice the skills appropriate to the license; it may also be completed in conjunction with the Administrative Leadership Practicum. Listed below are the requirements for the Professional Portfolio and Professional Development Plan

Wisconsin Administrative Standards:

Standard 1. The administrator has an understanding of and demonstrates competence in the teacher standards under s. PI 34.02.

(See Appendix B for these standards.)

Standard 2. The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.

Knowledge: The administrator has knowledge and understanding of

- learning goals in a pluralistic society
- the principles of developing and implementing strategic plans
- systems theory
- information sources, data collection, and data analysis strategies
- effective communication
- effective consensus-building and negotiation skills

Dispositions: The administrator believes in, values, and is committed to

- the educability of all
- a school vision of high standards of learning
- continuous improvement
- the inclusion of all members of the school community
- ensuring that students have the knowledge, skills, and values needed to become successful adults
- a willingness to continuously examine one's own assumptions, beliefs, and practices
- doing the work required for high levels of personal and organization performance

Performances: The administrator facilitates processes and engages in activities ensuring that

- the vision and mission of the school are effectively communicated to staff, parents, students, and community members
- the vision and mission are communicated through the use of symbols,

ceremonies, stories, and similar activities

- *the core beliefs of the school vision are modeled for all stakeholders*
- *the contributions of school community members to the realization of the vision are recognized and celebrated*
- *progress toward the vision and mission is communicated to all stakeholders*
- *the school community is involved in school improvement efforts*
- *the vision shapes the educational programs, plans, and actions*
- *an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated*
- *assessment data related to student learning are used to develop the school vision and goals*
- *relevant demographic data pertaining to students and their families are used in developing the school mission and goals*
- *barriers to achieving the vision are identified, clarified, and addressed*
- *needed resources are sought and obtained to support the implementation of the school mission and goals*
- *existing resources are used in support of the school vision and goals*
- *the vision, mission, and implementation plans are regularly monitored, evaluated, and revised*

Standard 3: The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

Knowledge: The administrator has knowledge and understanding of

- *student growth and development*
- *applied learning theories*
- *applied motivational theories*
- *curriculum design, implementation, evaluation, and refinement*
- *principles of effective instruction*
- *measurement, evaluation, and assessment strategies*
- *diversity and its meaning for educational programs*
- *adult learning and professional development models*
- *the change process for systems, organizations, and individuals*
- *the role of technology in promoting student learning and professional growth*
- *school cultures*

Dispositions: The administrator believes in, values, and is committed to:

- *student learning as the fundamental purpose of schooling*
- *the proposition that all students can learn*
- *the variety of ways in which students can learn*
- *life long learning for self and others*
- *professional development as an integral part of school improvement*
- *the benefits that diversity brings to the school community*
- *a safe and supportive learning environment*
- *preparing students to be contributing members of society*

Performances: The administrator facilitate processes and engages in activities ensuring that

- *all individuals are treated with fairness, dignity, and respect*
- *professional development promotes a focus on student learning consistent with the school vision and goals*
- *students and staff feel valued and important*
- *the responsibilities and contributions of each individual are acknowledged*
- *barriers to student learning are identified, clarified, and addressed*
- *diversity is considered in developing learning experiences*
- *life long learning is encouraged and modeled*
- *there is a culture of high expectations for self, student, and staff performance*
- *technologies are used in teaching and learning*
- *student and staff accomplishments are recognized and celebrated*
- *multiple opportunities to learn are available to all students*
- *the school is organized and aligned for success*
- *curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined*
- *curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies*
- *the school culture and climate are assessed on a regular basis*
- *a variety of sources of information is used to make decisions*
- *student learning is assessed using a variety of techniques*
- *multiple sources of information regarding performance are used by staff and students*
- *a variety of supervisory and evaluation models is employed*
- *pupil personnel programs are developed to meet the needs of students and their families*

Standard 4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.

Knowledge: The administrator has knowledge and understanding of

- *theories and models of organizations and the principles of organizational development*
- *operational procedures at the school and district level*
- *principles and issues relating to school safety and security*
- *human resources management and development*
- *principles and issues relating to fiscal operations of school management*
- *principles and issues relating to school facilities and use of space*
- *legal issues impacting school operations*
- *current technologies that support management functions*

Dispositions: The administrator believes in, values, and is committed to

- *making management decisions to enhance learning and teaching*
- *taking risks to improve schools*
- *trusting people and their judgments*

- *accepting responsibility*
- *high-quality standards, expectations, and performances*
- *involving stakeholders in management processes*
- *a safe environment*

Performances: The administrator facilitates processes and engages in activities ensuring that

- *knowledge of learning, teaching, and student development is used to inform management decisions*
- *operational procedures are designed and managed to maximize opportunities for successful learning*
- *emerging trends are recognized, studied, and applied as appropriate*
- *operational plans and procedures to achieve the vision and goals of the school are in place*
- *collective bargaining and other contractual agreements related to the school are effectively managed*
- *the school plan, equipment, and support systems operate safely, efficiently, and effectively*
- *time is managed to maximize attainment of organizational goals*
- *potential problems and opportunities are identified*
- *problems are confronted and resolved in a timely manner*
- *financial, human, and material resources are aligned to the goals of schools*
- *the school act entrepreneurially to support continuous improvement*
- *organizational systems are regularly monitored and modified as needed*
- *stakeholders are involved in decisions affecting schools*
- *responsibility is shared to maximize ownership and accountability*
- *effective problem-framing and problem-solving skills are used*
- *effective conflict resolution skills are used*
- *effective group-process and consensus-building skills are used*
- *effective communication skills are used*
- *there is effective use of technology to manage school operations*
- *fiscal resources of the school are managed responsibly, efficiently, and effectively*
- *a safe, clean, and aesthetically pleasing school environment is created and maintained*
- *human resource functions support the attainment of school goals*
- *confidentiality and privacy of school records are maintained*

Standard 5. The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge: The administrator has knowledge and understanding of

- *emerging issues and trends that potentially impact the school community*
- *the conditions and dynamics of the diverse school community*
- *community resources*

- *community relations and marketing strategies and processes*
- *successful models of school, family, business, community, government and higher education partnerships*

Dispositions: The administrator believes in, values, and is committed to

- *schools operating as an integral part of the larger community*
- *collaboration and communication with families*
- *involvement of families and other stakeholders in school decision-making processes*
- *the proposition that diversity enriches the school*
- *families as partners in the education of their children*
- *the proposition that families have the best interests of their children in mind*
- *resources of the family and community needing to be brought to bear on the education of students*
- *an informed public*

Performances: The administrator facilitates processes and engages in activities ensuring that

- *high visibility, active involvement, and communication with the larger community is a priority*
- *relationships with community leaders are identified and nurtured*
- *information about family and community concerns, expectations, and needs is used regularly*
- *there is outreach to different business, religious, political, and service agencies and organizations*
- *credence is given to individuals and groups whose values and opinions may conflict*
- *the school and community serve one another as resources*
- *available community resources are secured to help the school solve problems and achieve goals*
- *partnerships are established with are businesses, institutions of higher education, and community groups to strengthen programs and support school goals*
- *community youth family services are integrated with school programs*
- *community stakeholders are treated equitably*
- *diversity is recognized and valued*
- *effective media relations are developed and maintained*
- *a comprehensive program of community relations is established*
- *public resources and funds are used appropriately and wisely*
- *community collaboration is modeled for staff*
- *opportunities for staff to develop collaborative skills are provided*

Standard 6. The administrator acts with integrity, fairness, and in an ethical manner.

Knowledge: The administrator has knowledge and understanding of

- *the purposes of education and the role of leadership in modern society*

- various ethical frameworks and perspectives on ethics
- the values of the diverse school community
- professional codes of ethics
- the philosophy and history of education

Dispositions: The administrator believes in, values, and is committed to

- the ideal of the common good
- the principles in the Bill of Rights
- the right of every student to a free, quality education
- bringing ethical principles to the decision-making process
- subordinating one's own interest to the good of the school community
- accepting the consequences for upholding one's principles and actions
- using the influence of one's office constructively and productively in the service of all students and their families
- development of a caring school community

Performances: The administrator

- examines personal and professional values
- demonstrates a personal and professional code of ethics
- demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- serve as a role model
- accepts responsibility for school operations
- considers the impact of one's administrative practices on others
- uses the influence of the office to enhance the educational program rather than for personal gain
- treats people fairly, equitably, and with dignity and respect
- protects the rights and confidentiality of students and staff
- demonstrates appreciation for and sensitivity to the diversity in the school community
- recognizes and respects the legitimate authority of others
- examines and considers the prevailing values of the diverse school community
- expects that others in the school community will demonstrate integrity and exercise ethical behavior
- opens the school to public scrutiny
- fulfills legal and contractual obligations
- applies laws and procedures fairly, wisely, and considerately

Standard 7. The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.:

Knowledge: The administrator has knowledge and understanding of

- principles of representative governance that undergird the system of American schools
- the role of public education in developing and renewing a democratic society and an economically productive nation

- *the law as related to education and schooling*
- *the political, social, cultural, and economic systems and processes that impact schools*
- *models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling*
- *global issues and forces affecting teaching and learning*
- *the dynamics of policy development and advocacy under our democratic political system*
- *the importance of diversity and equity in a democratic society*

Dispositions: The administrator believes in, values, and is committed to

- *education as a key to opportunity and social mobility*
- *recognizing a variety of ideas, values, and cultures*
- *importance of a continuing dialogue with other decision makers affecting education*
- *actively participating in the political and policy-making context in the service of education*
- *using legal systems to protect student rights and improve student opportunities*

Performances: The administrator facilitates processes and engages in activities ensuring that

- *the environment in which schools operate is influenced on behalf of students and their families*
- *communication occurs among the school community concerning trends, issues and potential changes in the environment in which schools operate*
- *there is ongoing dialogue with representatives of diverse community groups*
- *the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities*
- *public policy is shaped to provide quality education for students*
- *lines of communication are developed with decision makers outside of the school community*

The Portfolio

Your coursework and experiences in teacher leadership have prepared you to demonstrate these standards and your portfolio is the vehicle through which you provide evidence of your competence, reflect on your strengths and areas to develop, and set goals for your professional development plan.

While each portfolio is constructed to reflect the individual experiences and strengths of the candidate, your faculty suggests that you approach the development of the portfolio in this way:

- 1) Provide a reflective statement of your philosophy of education and leadership, setting forth your beliefs about the roles of director of instruction/curriculum leader/teaching, learning, and assessment leader. Drawing upon your coursework

- and other reading, provide the key theoretical perspectives that guide your work in these roles. You will use both the Wisconsin Administrator Standards and frameworks from the reflective statement to analyze the evidence in your portfolio. At the close of this reflection, provide a statement of purpose for your portfolio.
- 2) Provide your resume, incorporating the key experiences that you have had in education.
 - 3) Organize artifacts in a way that allows you to show your strengths related to the tasks of the director of instruction, to the administrative standards, and to your own reflective statement. For example, you might organize by tasks (e.g., curriculum development, staff development, assessment design, special program organization, program planning and evaluation, grant writing, etc.), make explicit links to standards, and provide an analysis of each task using frameworks from your reflective statement. Or you might organize by standards, illustrating your work with tasks related to each standard and analyzing each task using frameworks from your reflective statement. Clearly explain why you chose the artifacts that you select; and for tasks that you completed with others, indicate your contributions clearly.
A key part of your analysis should be identifying areas for further development. These areas will become part of your professional development plan.
 - 4) Use the following criteria to self assess your portfolio
 - a. Have you clearly aligned your evidence with each standard, combining and integrating standards if appropriate?
 - b. Have you clearly explained how the evidence reflects your philosophy of education as well as critical educational frameworks that guide your work?
 - c. Have you maintained appropriate confidentiality in using artifacts from your school site?
 - d. Have you presented a portfolio that reflects the professionalism of a school leader? (You should meet Alverno's graduate level writing criteria throughout.)
 - e. Does your level of analysis and reflection make a compelling case for your readiness to take on the role of Director of Instruction?

The Professional Development Plan – Director of Instruction

Your personal professional development plan is intended to guide you in the next five years. It should build on your reflection in the portfolio and provide a set of concrete goals for growth, along with strategies to achieve the goals and indicators of growth by which your progress can be evaluated.

- 1) While your professional development plan is intended to guide your personal growth, your faculty suggests that you use the following as a guide to its preparation. Write a clear introductory paragraph that summarizes the strengths

upon which you are building through this professional development plan and identifies your professional goals, especially in relationship to the administrative standards. You can identify both short and long term goals for your personal professional growth. Make sure that they are realistic goals that can be achieved within the next three or four years.

- 2) For each professional goal
 - a. Give a rationale that describes the goal and links it to your self-reflection, your school's improvement plans, your district goals/situation, and the standards.
 - b. Outline strategies you will use to achieve the goal, based upon and reflecting the effective use of your areas of strength and specific aspects of the knowledge, dispositions, and performances listed in the full text of the standards.
 - c. Provide a reasonable timeline that will guide and assist you to achieve your goals.
 - d. Include assessment procedures and products for your plan, including indicators of growth, ways to show that meeting the goals improved your professional knowledge/performance, ways to show how meeting the goals improved students' learning, and a final reflective commentary that describes what was accomplished. (Note: You may want to develop a chart to display these aspects of your plan)

- 3) Identify a team of colleagues who will serve as your professional development team to provide thoughtful critiques, help identify resources and strategies, give feedback, and make revisions to your plan. If your district has developed procedures and guidelines for administrator professional development plans, be sure to follow those in the identification of your team and the development of a timeline for meetings of the team and review of assessment products.

- 4) Finally, note that you will be expected to present your professional development plan in a ten-minute oral report to the practicum seminar. Know your plan well enough to be able to explain it clearly in that brief time.

- 5) Use the following criteria to self assess your professional development plan
 - a. Have you set meaningful goals that address areas of growth linked both to the administrator standards, your school/district needs, and your own need areas?
 - b. Have you clearly aligned your goals with standards, combining and integrating standards if appropriate?
 - c. Have you clearly set forth a reasonable plan for achieving your goals?
 - d. Have you developed meaningful and appropriate assessment procedures and products that can be used to gauge your progress?

- e. Have you presented a professional development plan that reflects the professionalism of a school leader? (You should meet Alverno's graduate level writing criteria throughout.)

**Portfolio for Director of Instruction License
Criteria: Professional Portfolio/Development Plan**

Evidence for Below Criteria	Criteria	Evidence for Meeting Criteria	Evidence for Exceeding Criteria
	<p>Portfolio:</p> <ul style="list-style-type: none"> • Evidence is clearly aligned with each standard, combining and integrating standards if appropriate • Provides clear explanation about how the evidence reflects own philosophy of education as well as critical educational frameworks that guide work • Provides evidences of maintaining appropriate confidentiality in using artifacts from school site • Reflects the professionalism expected of a school leader/Meets graduate writing criteria. • Level of analysis and reflection makes a compelling case for your readiness to take on the role of Director of Instruction <p>Professional Development Plan:</p> <ul style="list-style-type: none"> • Sets meaningful goals that address areas of growth linked to the administrator standards, school/district needs, and personal need areas • Goals are clearly aligned with standards, combining and integrating standards if appropriate • Plan for achieving goals is reasonable • Includes meaningful and appropriate assessment procedures and products that can be used to gauge progress • Reflects the professionalism expected of a school leader/Meets graduate writing criteria 		