Portfolio Guide

Mission Statement:

The Educational Leadership Faculty at the University of Northern Iowa develop and nurture reflective leaders of learning, service, and change who positively impact school improvement and student achievement.

Schindler Education Center 508
University of Northern Iowa
Cedar Falls, Iowa 50614-0604
Phone: (319) 273-2605
The Portfolio Requirement

The following guidelines have been developed to assist students in their understanding, reflection, collection, and selection of materials for their Superintendent Professional Portfolios. These guidelines will also assist students in understanding the Review Committee Process for the student’s Portfolio Review.

Each portfolio must address the Required Sections in the order listed. Three topical areas are optional. Students need to decide whether the optional topics are suitable for their portfolios. Other topics such as technology can be developed and added to the portfolio; however, the student must be careful that the portfolio does not become too long or too unwieldy to use with ease. All written entries must be double-spaced and utilize 12-point font with Times Roman or Courier typefaces. A page is considered to be approximately 250 words. It is recommended that the portfolio be submitted in an electronic format.

Your Portfolio must demonstrate your ability as a Leader of Learning, Service and Change, and show evidence that you have met the 16 program proficiencies and performances and possess the knowledge and dispositions required for the Iowa Standards for School Leaders (ISSL).

Completed Portfolios must be delivered, sent or electronically submitted to the Educational Leadership office or your Internship advisor one month prior to the portfolio review. Portfolios should be sent to: Department of Educational Leadership and Postsecondary Education, University of Northern Iowa, 508 Schindler Education Center, Cedar Falls, IA 50614-0604. Please mark your portfolio to the attention of the internship advisor you have been working with throughout your experience.


**Portfolio Components**

1. **Table of Contents - Required (1 page)**
   - You may use either page numbers or tabs to define sections.

2. **Superintendent Pledge – Beliefs about Leadership - Required (2 pages)**
   - Articulate for the Board of Education how you will demonstrate or what they can expect from you as a leader of learning, leader of service and leader of change.

3. **Resume - Required**
   - Your resume should highlight your leadership activities, roles, and accomplishments. This task may require multiple pages.
   - Prepare a resume that would outline your qualifications and experiences to be a superintendent/chief administrator.
   - Your resume must be well-organized, professionally attractive, and error free.

4. **Professional Development - Required**
   - Include a summary and reflection describing your professional growth activities/experiences from your program of study and your internship, internal and external to the program of study (such as National/State Conventions, AEA Involvement, Iowa Superintendents Finance and Leadership Consortium[ISFLC], SAI Conferences). (Strengths Quest, etc. may be included)
   - Prepare an action plan detailing future professional growth needed and how you plan to address the 16 Exit Proficiencies. In what areas do you feel you are proficient and which areas need further development?
5. **ISSL Standards Required**

A. **Visionary Leadership – Required**
   - Include an executive summary/reflection at the beginning of the section describing your activities/experiences and lessons learned.
   - Include artifacts and work samples in your Portfolio demonstrating your competence related to the Standard, the Proficiencies, and the Responsibilities to meet the standard.
   - Label the artifacts to describe the significance of placing them in the portfolio.

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<td>Collective Vision (4)</td>
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<td>Data and Information (8)</td>
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<td>Change Agent (16)</td>
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**Leaders who meet the Standards:**

Demonstrate executive leadership by developing a collective district vision which is shared and supported by the district/AEA community; shape district/AEA culture and climate; provide purpose and direction for individuals and groups; demonstrate an understanding of international issues affecting education; formulate strategic plans, goals, and change efforts with staff and community; set priorities in the context of community, student and staff needs; and serve as an articulate spokesperson for the welfare of all students in a multicultural context.

**Indicators - A superintendent should know and be able to:**

- Formulate a written vision statement of future direction for the district that is shared and supported by the school community.
- Demonstrate an awareness of international issues affecting districts/AEAs and students.
- **Promote academic rigor and excellence for staff and students.**
- Maintain personal, physical, and emotional wellness.
- Empower others to reach high levels of performance.
- Build self-esteem in staff and students.
- **Exhibit effective problem solving.**
- Promote and model risk taking.
- **Respect and encourage diversity among people and programs.**
- Manage time effectively.
- **Facilitate planning within and between constituencies.**
- **Conduct district/AEA cultural and climate assessments.**
- Exhibit multicultural and ethnic understanding.
- Promote the value of understanding and celebrating district/AEA/community cultures.
B. Instructional Leadership - Required

- Include an executive summary at the beginning of the section describing your activities/experiences and lessons learned.
- Include artifacts and work samples in your Portfolio demonstrating your competence related to the Standard, the Proficiencies, and the Responsibilities to meet the standard.
- Label the artifacts to describe the significance of placing them in the portfolio.

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Leaders who meet the Standards:

*Exhibit knowledge of instructional management by implementing a system that includes research findings on learning and instructional strategies, instructional time, advanced electronic technologies, and resources to maximize student outcomes; describe and apply research and best practice on integrating curriculum and resources for multicultural sensitivity and assessment strategies to help all students achieve at high levels.*

Indicators - A superintendent should know and be able to:

- Develop, implement, and monitor change processes to improve student learning, adult development, and climates for learning. Demonstrate an understanding of motivation in the instructional process.
- Describe classroom management theories and techniques.
- *Demonstrate an understanding of the development of the total student, including physical, social, emotional, cognitive, and linguistic needs.*
- Formulate a plan to assess appropriate teaching methods and strategies for all learners.
- Analyze available instructional resources and assign them in the most cost-effective and equitable manner to enhance student outcomes.
- Describe instructional strategies that include the role of multicultural sensitivity and learning styles. Exhibit applications of computer technology connected to instructional programs.
- Describe alternative methods of monitoring and evaluating student achievement based on objectives and learning outcomes.
- *Describe how to interpret and use testing/assessment results to improve education.*
- *Demonstrate knowledge of research findings on the use of a variety of instructional strategies.*
- *Describe a student achievement monitoring and reporting system.*
C. Organizational Leadership - Required
- Include an executive summary at the beginning of the section describing your activities/experiences and lessons learned.
- Include artifacts and work samples in your Portfolio demonstrating your competence related to the Standard, the Proficiencies, and the Responsibilities to meet the standard.
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<th>Leader of Learning</th>
<th>Ensuring Management of the Organization, Operations, and Resources for a Safe, Efficient, and Effective Learning Environment</th>
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<td>Balanced Management and Leadership (9)</td>
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<td>Finance (10)</td>
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Leaders who meet the Standards:
*Exhibit an understanding of the school district/AEA as a system by defining processes for gathering, analyzing, and using data for decision making; manage the data flow; frame and solve problems; frame, develop priorities, and formulate solutions; assist others to form reasoned opinions; reach logical conclusions and make quality decisions to meet internal and external customer expectations; plan and schedule personal and organizational work; establish procedures to regulate activities and projects; delegate and empower at appropriate organizational levels; secure and allocate human and material resources; develop and manage the district/AEA budget; and maintain accurate fiscal records. This standard emphasizes the ensuring of a safe, efficient, and effective learning environment.*

Indicators - A superintendent should know and be able to:
- Define processes for gathering, analyzing, and using data for informed decision-making.
- Demonstrate a problem-framing process.
- Define the major components of quality management.
- **Develop, implement, and monitor change processes to build capacities for ensuring a safe, efficient and effective learning environment.**
- Discuss legal concepts, regulations, and codes for school operations.
- Describe the process of delegating responsibility for decision-making.
- **Develop a process for maintaining accurate fiscal reporting.**
- Acquire, allocate, and manage human, material, and financial resources to effectively and accountably ensure successful student learning.
- Use technological applications to enhance administration of business and support systems.
- **Demonstrate financial forecasting, planning, and cash flow management.**
- **Perform budget planning, management, account auditing, and monitoring.**
- Demonstrate a grasp of practices in administering auxiliary programs, such as maintenance, facilities, food services, etc.
- Demonstrate planning and scheduling of personal time and organization work.
D. Collaborative Leadership - Required

- Include an executive summary at the beginning of the section describing your activities/experiences and lessons learned.
- Include artifacts and work samples in your Portfolio demonstrating your competence related to the Standard, the Proficiencies, and the Responsibilities to meet the standard.
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Leaders who meet the Standards:

*Articulate district/AEA purpose and priorities to the community and mass media; request and respond to community feedback; and demonstrate consensus building and conflict mediation.*

*Identify, track, and deal with issues. Formulate and carry out plans for internal and external communications. Exhibit an understanding of school districts/AEAs as political systems by applying communication skills to strengthening family and community support; align constituencies in support of district/AEA priorities; build coalitions with families and communities to gain financial and programmatic support; formulate democratic strategies for referenda; relate political initiatives to the welfare of children.*

Indicators - A superintendent should know and be able to:

- Articulate district vision, mission, and priorities to the community and mass media.
- Demonstrate an understanding of political theory and skills needed to build family and community support for district/AEA priorities.
- Understand and be able to communicate with all cultural groups in the community.
- Demonstrate that good judgment and actions communicate as well as words.
- Develop formal and informal techniques to gain external perception of a district/AEA by means of surveys, advisory groups, and personal contact.
- **Communicate and project an articulate position for education.**
- **Write and speak clearly and forcefully.**
- Demonstrate formal and informal listening skills.
- Demonstrate group membership and leadership skills.
- **Identify the political forces in a community, and the political context of the community environment**
  - Formulate strategies for passing referenda.
  - Persuade families and community to adopt initiatives for the welfare of children.
- **Demonstrate conflict mediation.**
- **Demonstrate consensus building.**
- Demonstrate district/community relations, school business partnerships, and related public service activities.
- Identify, track, and deal with issues.
- Develop and carry out internal and external communication plans.
E. Ethical Leadership - Required
• Include an executive summary at the beginning of the section describing your activities/experiences and lessons learned.
• Include artifacts and work samples in your Portfolio demonstrating your competence related to the Standard, the Proficiencies, and the Responsibilities to meet the standard.
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<th>Leader of Learning</th>
<th>ISSL Standard 5: Acting with Integrity, Fairness, and in an Ethical Manner</th>
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<td>Understanding of Self (2)</td>
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Leaders who meet Standards:
Understand and model appropriate value systems, ethics, and moral leadership; know the role of education in a democratic society; exhibit multicultural and ethnic understanding and related behavior; adapt educational programming to the needs of diverse constituencies; balance complex community demands in the best interest of the student; scan and monitor the environment for opportunities for staff and students; respond in an ethical and skillful way to the electronic and printed news media; and coordinate social agencies and human services to help each student grow and develop as a caring, informed citizen.

Indicators - A superintendent should know and be able to:
• Exhibit multicultural and ethnic understanding and sensitivity.
• Describe the role of schooling in a democratic society. Demonstrate ethical and personal integrity.
• Model accepted moral and ethical standards in all interactions.
• Describe a strategy to promote the value that moral and ethical practices are established and practiced in each classroom and school.
• Describe how education undergirds a free and democratic society.
• Describe a strategy to ensure that diversity of religion, ethnicity, and way of life in the district are not violated.
• Formulate a plan to coordinate social, health, and other community agencies to support each child in the district.
F. Political Leadership - Required

- Include an executive summary at the beginning of the section describing your activities/experiences and lessons learned.
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<th>Leader of Change</th>
<th>ISSL Standard 6: Understanding, Responding to, and Influencing the Larger Political, Social, Economic, Legal, and Cultural Context</th>
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| Exit Proficiencies: | Broader Context (multiple arenas) (14)  
| | Change Agent (16) |

Leaders who meet the Standards:

_Dev_elop procedures for working with the board of education that define mutual expectations, working relationships and strategies for formulating district/AEA policy for external and internal programs; adjust local policy to state and federal requirements and constitutional provisions, standards and regulatory applications; and recognize and apply standards involving civil and criminal liabilities._

Indicators - A superintendent should know and be able to:

- Describe procedures for superintendent/board of education interpersonal and working relationships.
- Formulate a district policy for external and internal programs.
- Relate local policy to state and federal regulations and requirements.
- Describe procedures to avoid civil and criminal liabilities.
- Understand, respond to, and be able to influence the larger political, social, economic, legal, and cultural context.
6. Educational/Community Honors - Optional

7. Performance Evaluation - Optional
You could include internship evaluation forms (Formative and/or Summative Assessments) in this section representing performance evaluations of your work as an aspiring superintendent. You could also include a letter of evaluation or recommendation from your mentor(s) in this section or in the section: Letters of Commendation.

8. Letters of Commendation – Optional

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**Portfolio Review Process**

- Portfolios should be shared with your Internship Professor/Advisor prior to the portfolio review.
- Portfolios should be professionally presented as a final product to your advisor/internship professor. It is recommended that the portfolio be submitted electronically. If unable to submit electronically you may send to: University of Northern Iowa, ELPE, SEC 508, Cedar Falls, IA 50614-0604.
- Review Committee may be composed of the following
  - Internship Advisor
  - Lead Mentor and mentors with special expertise
  - Educational Leadership Faculty
- Candidates will be required to present their portfolios and answer any questions that the committee may offer.
  - Each candidate will give a thirty (30)-minute professional presentation of his/her portfolio to the committee.
  - Each candidate will be questioned for approximately thirty (30) minutes upon the completion of his/her presentation.
  - The Review Committee will give each candidate feedback about his/her portfolio; and then each candidate will be given the opportunity to provide feedback to the Review Committee about the Superintendent Preparation Program. (Approximately thirty [30] minutes)
  - This is a professional presentation similar to what you as a superintendent would present to a Board of Education, a community group, etc.
Superintendent Leadership Exit Proficiency Themes:

Graduates of the UNI superintendent / central office / AEA administrator preparation program will demonstrate these proficiencies at the entry level:

1. **Continuous reflection** - Demonstrates continuous reflection in vision, thinking, planning, and action.
2. **Understanding of self** - Engages in continuous growth to deepen understanding of self as a moral/ethical leader.
3. **Interaction with others** - Demonstrates impartiality, sensitivity, and ethical consideration in interaction with others.
4. **Collective vision** - Collaboratively builds, communicates, and stewards a collective vision that reflects the needs and realities of the school organization and the larger community.
5. **Communication** - Communicates effectively in appropriate ways for multiple audiences.
6. **Problem/conflict resolution** - Resolves problems and conflicts in a professional, tactful, timely and sensitive manner.
7. **Culture of high expectations for all leaders (students and adults)** - Collaboratively creates an active culture of high expectations for student and adult academic and social development based on research, theory, best practice, and the current context.
8. **Data and Information** - Uses multiple sources of data (information and knowledge) as diagnostic tools to assess and enhance learning, and to make informed decisions.
9. **Balanced Management & Leadership** - Balances management and leadership in a manner that centers on learning as the primary focus.
10. **Finance** - Implements fiscal policies and actions that ensure equitable financial allocation of resources for the school organization.
11. **Technology** - Applies and assesses current technologies for instruction, management, business procedures and monitoring student achievement.
12. **Diversity** - Promotes, honors, and values diversity among stakeholders as essential for the health of the organization.
13. **Community engagement** - Engages the community to create and sustain shared responsibility for student and school organization success.
14. **Broader context (multiple arenas)** - Applies understanding of the political, social, economic, legal and cultural contexts to develop activities and policies that benefit all students, their families, and the larger community.
15. **Relationships/Partnerships** - Develops and implements a plan for nurturing relationships with the board of education, community members and the media, and reaches out to business, religious, political, parent, support agency and service organization stakeholders to strengthen programs and support district goals.
16. **Change Agent** - Develops and implements educational programs that nurture multiple relationships to enhance the changing environment in Iowa communities and school districts/AEAs.
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**Summative Program Assessment Form**

Guidance will be provided to assist the candidate in acquiring superintendent endorsement in the state of Iowa. If additional development of the Portfolio is needed before recommending for endorsement, a conference between the faculty and candidate will be scheduled.

☐ Recommendation that student gains further information/experience in:

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☐ Recommendation that student be approved for the superintendent endorsement in the state of Iowa.

Signatures reflect that a conference between the student and the faculty (representative) took place and a recommendation was made regarding the next steps in the certification process.

Signature of Student...................................................................................Print Name..................................................................................Date

Signature of Internship Professor/Faculty Advisor........................................Print Name..................................................................................Date

*After securing signatures, the Department will upload documents and letter to the Ed Leadership Superintendency System found on MyUNIverse.*