

Distributed Teacher and Leader Education

Portfolio Assessment

Brief Description

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

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

Alignment to Standards

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

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

Scoring Guide

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

Scoring Guide:

	faculty and comm	unity members,	ne success of every responding to diver urces.	
Standard	Unacceptable - 1	Min Meets - 2	Meets Standards -	Distinguished - 4
Function			3	ð
4C. Build and	Candidate cannot	Candidate can	Candidate can develop	Candidate can
sustain positive	develop and	partially develop	and implement	effectively develop
relationships	implement strategies	and implement	strategies that support	and implement many
with families	that support the	strategies that	the involvement of	strategies that support
	involvement of	support the	families in the education	the involvement of
and caregivers.	families in the	involvement of	of their children that	families in the
	education of their	families in the	reinforces for district	education of their
	children that	education of their	staff a belief that families have the best	children that
	reinforces for district staff a belief that	children that reinforces for	interests of their children	reinforces for district staff a belief that
	families have the best	district staff a belief	in mind.	families have the best
	interests of their	that families have	iii iiiiiu.	interests of their
	children in mind. (ELCC	the best interests of		children in mind.
	4.1h)	their children in		ciliar cir iir riiira.
i	,	mind.		
4D. Build and	Unacceptable - 1	Min Meets - 2	Meets Standards -	Distinguished - 4
sustain			3	g
productive	Candidate cannot	Candidate can	Candidate can apply an	Candidate effectively
relationships	apply an	sometimes apply an	understanding of	applies an
with community	understanding of	understanding of	community relations	understanding of
_	community relations	community relations	models, marketing	community relations
partners.	models, marketing	models, marketing	strategies and processes,	models, marketing
	strategies and	strategies and	data driven decision-	strategies and
i	processes, data driven	processes, data	making, and	processes, data driven
	decision-making, and	driven decision-	communication theory	decision-making, and
	communication theory	making, and	to craft frameworks for	communication theory
	to craft frameworks for school, business,	communication theory to craft	school, business, community,	to craft many frameworks for school,
	community,	frameworks for	government, and higher	business, community,
	government, and	school, business,	education partnerships.	government, and
	higher education	community,	caacation partnersinps.	higher education
	partnerships. (ELCC	government, and	Candidate can	partnerships.
, I	4.1c)	higher education	demonstrate an ability to	
	4.1c)	higher education partnerships.	demonstrate an ability to develop and implement	Candidate
	4.1c) Candidate does not	•	,	Candidate demonstrates a strong
	Candidate does not demonstrate an ability	partnerships. Candidate partially	develop and implement a plan for nurturing relationships with	demonstrates a strong ability to develop and
	Candidate does not demonstrate an ability to develop and	partnerships. Candidate partially demonstrates an	develop and implement a plan for nurturing relationships with community leaders and	demonstrates a strong ability to develop and implement a plan for
	Candidate does not demonstrate an ability to develop and implement a plan for	partnerships. Candidate partially demonstrates an ability to develop	develop and implement a plan for nurturing relationships with community leaders and reaching out to different	demonstrates a strong ability to develop and implement a plan for nurturing relationships
	Candidate does not demonstrate an ability to develop and implement a plan for nurturing relationships	partnerships. Candidate partially demonstrates an ability to develop and implement a	develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious,	demonstrates a strong ability to develop and implement a plan for nurturing relationships with community
	Candidate does not demonstrate an ability to develop and implement a plan for nurturing relationships with community	partnerships. Candidate partially demonstrates an ability to develop and implement a plan for nurturing	develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service	demonstrates a strong ability to develop and implement a plan for nurturing relationships with community leaders and reaching
	Candidate does not demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching	partnerships. Candidate partially demonstrates an ability to develop and implement a plan for nurturing relationships with	develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to	demonstrates a strong ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different
	Candidate does not demonstrate an ability to develop and implement a plan for nurturing relationships with community	partnerships. Candidate partially demonstrates an ability to develop and implement a plan for nurturing	develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service	demonstrates a strong ability to develop and implement a plan for nurturing relationships with community leaders and reaching

	organizations to	religious, political,		strengthen programs
	strengthen programs	and service	Candidate can	and support district
	and support district	organizations to	demonstrate the ability	goals.
	goals. (ELCC 4.1d)	strengthen	to involve community	
		programs and	members, groups, and	Candidate
	Candidate does not	support district	other stakeholders in	demonstrates a strong
	demonstrate the	goals.	district decision- making,	ability to involve
	ability to involve		reflecting an	community members,
	community members,	Candidate partially	understanding of	groups, and other
	groups, and other	demonstrates the	strategies to capitalize	stakeholders in district
	stakeholders in district	ability to involve	on the district's integral	decision- making,
	decision- making,	community	role in the larger	reflecting an
	reflecting an	members, groups,	community.	understanding of
	understanding of	and other		strategies to capitalize
	strategies to capitalize	stakeholders in	Candidate can	on the district's
	on the district's	district decision-	demonstrate the ability	integral role in the
	integral role in the	making, reflecting	to collaborate with	larger community.
	larger community.	an understanding of	community agencies to	
	(ELCC 4.1e)	strategies to	integrate health, social,	Candidate
		capitalize on the	and other services in the	demonstrates a strong
	Candidate does not	district's integral	schools to address	ability to collaborate
	demonstrate the	role in the larger	student and family	with community
	ability to collaborate	community.	conditions that affect	agencies to integrate
	with community		learning.	health, social, and
	agencies to integrate	Candidate partially		other services in the
	health, social, and	demonstrates the		schools to address
	other services in the	ability to collaborate		student and family
	schools to address	with community		conditions that affect
	student and family	agencies to		learning.
	conditions that affect	integrate health,		
	learning. (ELCC 4.1f)	social, and other		
		services in the		
		schools to address		
		student and family		
		conditions that		
		affect learning.		
ISLLC Standard #	6: An adjugation los	ador promotos th	e success of every	student by

ISLLC 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.

Cultural Collect.				
Standard	Unacceptable - 1	Min Meets - 2	Meets Standards -	Distinguished - 4
Function			3	
6A.Advocate for	Candidate does not	Candidate partially	Candidate can	Candidate
children.	demonstrate the	demonstrates the	demonstrate the ability	demonstrates a strong
families, and	ability to advocate for	ability to advocate	to advocate for policies	ability to advocate for
caregivers.	policies and programs	for policies and	and programs that	policies and programs
caregivers.	that promote	programs that	promote equitable	that promote
	equitable learning	promote equitable	learning opportunities	equitable learning
	opportunities and	learning	and success for all	opportunities and
	success for all	opportunities and	students, regardless of	success for all
	students, regardless of	success for all	socioeconomic	students, regardless of
	socioeconomic	students, regardless	background, ethnicity,	socioeconomic
	background, ethnicity,	of socioeconomic	gender, disability, or	background, ethnicity,
	gender, disability, or	background,	other individual	gender, disability, or
	other individual	ethnicity, gender,	characteristics.	other individual
	characteristics. (ELCC	disability, or other		characteristics.
	6.3b)	individual		
		characteristics.		
6B. Act to	Unacceptable - 1	Min Meets - 2	Meets Standards -	Distinguished - 4
influence local,			3	
district, state,	Candidate does not	Candidate partially	Candidate can	Candidate
and national	demonstrate an	demonstrates an	demonstrate an	demonstrates a
decisions	understanding of the	understanding of	understanding of the	comprehensive
affecting	policies, laws, and	the policies, laws,	policies, laws, and	understanding of the
ancomig	regulations enacted by	and regulations	regulations enacted by	policies, laws, and

local, state, and federal authorities affecting a specific district. Candidate does not demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests. Icandidate does not develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district. Candidate can demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests. Icandidate can dewonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests. Icandidate can dewonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests. Icandidate can dewonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.	of how of with dies and dies for ess, attions of the ectly
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6C. Assess, Unacceptable - 1 Min Meets - 2 Meets Standards - Distinguished	d - 4
analyze, and	
anticipate Candidate does not Candidate partially Candidate can Candidate	
emerging trends demonstrate the demonstrates the demonstrate the ability demonstrates as	strong
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and initiatives in	
order to adapt segments of the regularly with all segments of the district segments of the	
district community segments of the community concerning district community	
strategies. concerning trends, district community trends, issues, and concerning trends	•
issues, and policies concerning trends, policies affecting the issues, and polic	•
affecting the district. issues, and policies district. affecting the dist	
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research-based and research-based trends to collaborate knowledge of iss	
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