



# **E-PORTFOLIO GUIDELINES**

M.Ed. in Educational Leadership

School of Education & Human Services

## Preparing Your Leadership E-Portfolio

M.Ed. in Educational Leadership  
Oakland University

As a culminating activity, all graduates of the M.Ed. in Educational Leadership at Oakland University are expected to create an E-Portfolio that provides evidence of competency for each of the Michigan School Leader Standards. In addition to demonstrating competence against the standards, it is further hoped that this portfolio will serve as a job-seeking tool. At its core, this assignment is designed to provide you with a sense of direction, commitment, purpose and vision that drives your performance and continuous improvement as a school leader.

### Selecting Standards-Based Artifacts

In selecting artifacts for your portfolio, your goal will be to link each standard to a minimum of two leadership-oriented artifacts. Keep in mind that one artifact can represent multiple standards. For example, a parent literacy night could be linked to Standards 2 and 4. It is assumed that most of the selected artifacts will connect back to a required course or to the internship. A sample chart for organizing your selections is provided below.

Artifacts	Michigan School Leader Standards						
	1	2	3	4	5	6	7
Vision Statement	X	X					
Internship Plan of Work							X
Instructional Technology Grant Proposal		X	X				
New Tutoring Program via Neighborhood Churches		X		X		X	
School Bullying Policy			X		X		

When selecting artifacts, make sure to represent the full range of your accomplishments, e.g. leadership tools; articles or newsletters written for public audiences; meeting agendas; interview questions; budget proposals; grants written; reflective essays; public presentations. Moreover, give thought to how you might creatively represent your accomplishments. For example, an artifact that represents your skill at leading professional learning might include a sample agenda or plan, sample protocol and teacher feedback on the experience. Finally, to the extent possible, select artifacts that provide concrete evidence of your developing knowledge (what you now understand) and skill (what you can now do). For example, a budget proposal and analysis for the school improvement team is more convincing evidence of your leadership potential than a scholarly paper on school finance.

In addition to the above items, we ask that each E-Portfolio contain the following required items.

## **Required Artifacts**

Artifact #1: Leadership Vision or Philosophy Statement (Standard 1 & 2)

Artifact #2: Internship Plan of Work & Final Reflection (Standard 7)

Artifact #3: New School Leader Entry Plan (Standard 1 & 3)

Artifact #4: Resume

## **Artifact Commentaries**

For each artifact, you will also draft an “Artifact Commentary” that answers three questions: 1) What is this artifact? 2) Why is it important or what does it represent? and 3) What does it demonstrate or provide evidence of? Respectively, these questions ask you to **describe** your artifact, **explain or analyze** the reasons behind the choices that were made in creating this artifact, and finally **reflect** on your learning relative to this artifact. Although you might prepare this as one long paragraph, some find it easier to craft a separate paragraph for each section of the 3-part commentary.

## **E-Portfolio Platforms**

As a program, we are open to a variety of website-building platforms that include Moodle, Weebly, Blogspot, Googlesites, Wordpress and others. Most important to us is that you identify a platform that is easy to use and meets your design criteria.

The sample portfolio here (see link below) was made on Googlesites by Kimberly Fletcher, a central office administrator in the Clarkston Public Schools and graduate of the M.Ed. in Educational Leadership. Although Ms. Fletcher has been in leadership for a number of years now, her portfolio gives you an image of the possible!

<https://sites.google.com/a/clarkston.k12.mi.us/kim-fletcher-s-professional-portfolio/home>

## **A Note on Portfolio Organization**

There are different approaches to how you might organize your e-portfolio, e.g. according to the standards, by major initiatives or assignments, by job-seeking goals. We recognize that there is an inherent tension among these different approaches, therefore we promise to work with each of you to design an organization that works best for you and your needs as a future school leader. (Note: the majority of graduates have found it easiest to structure their portfolio around the MI School Leader Standards.) Our only requirement is that the links between program standards and artifacts are clear.

*See Appendix A for Sample Artifact Commentaries.*

*See Appendix B for a list of the Michigan School Leader Standards.*

*See Appendix C for E-Portfolio Assessment Rubric.*

*See Appendix D for worksheet “Taking Stock of Your Learning”*

*See Appendix E for New School Leader Entry Plan*

**APPENDIX A:**  
**Sample E-Portfolio Artifact Commentaries**  
M.Ed. in Educational Leadership  
Oakland University

**Vision of Learning**

One of the most challenging aspects of an administrator's job is helping to create a shared vision and to rally support around that vision. Bringing together input from multiple stakeholders enhances the quality of a vision; it also creates a broader base of support to help make the vision a reality. None of this would be possible, however, without first building a foundation of trust amongst those involved. As such, the following document serves as an introduction to who I am as a leader and the vision I have for education. It is my hope that this would serve as a springboard for future work that shows benevolence, honesty, competence, and other trust related qualities. – David Squires, Fall 2011

**Standards Self-Assessment**

The MI School Leader Standards are used to provide guidelines for school leaders in an effort to improve student learning and the school climate. During the first few weeks of the Educational Leadership program, we were asked to take an assessment of our “readiness” to fulfill the state standards. Based up on the results of this assessment I found that I needed to focus on a better understanding of not only education policy but also curriculum and best practices to implement. Due to this reflection I have developed a plan of work, which you can find below, that will enable me to gain experience and knowledge that I am currently lacking. –Cassandra Conaton, Fall 2011

**Interview Questions**

This artifact, interview questions for new hires, is for use during the interview process. These questions were based on group research and class round table discussions. From there, I stopped to think what I thought the most important skills and attributes are for new hires. The interview is the vital process that provides an opportunity to get to know the applicants far beyond what the resume presents. It allows the candidates to be able to articulate situational experiences, classroom management techniques, communication strategies, and how they assess students. When I interview teachers I want the interview to be conversational and I write questions to allow for that type of engagement. In thinking about my leadership vision statement, it is clear that I value three key ideas: engaging curriculum, assessment driven instruction, and differentiation across content areas; thus I believe these questions are written specifically to find and hire teachers who are committed to these values as well. This reflects MI Standard 3. – *Tarah Sadowski, Fall 2011*

**APPENDIX B:**  
**Michigan Standards for School Leaders**  
M.Ed. in Educational Leadership  
Oakland University

Standard 1: Shared Vision

A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress, revision of school plans supported by school-based stakeholders and local agencies. In so doing, the building level leader ensures effective and ample use of technology in establishing, implementing, evaluating, and improving a vision of learning.

Standard 2: Learning for All

A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

Standard 3: Management for Learning

A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluation of teachers, school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

Standard 4: Collaboration with Families & Community

A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners. In so doing, the building level

leader ensures effective and ample use of technology in collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

#### Standard 5: Acting Ethically

A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

#### Standard 6: Advocacy

A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, advocating for student learning, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

#### Standard 7: Practice-Ready

A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

## **APPENDIX C:**

### **E-Portfolio Assessment Rubric**

M.Ed. in Educational Leadership  
Oakland University

As outlined in supporting documents, M.Ed. candidates are asked to prepare a web-based portfolio that draws on a combination of coursework and internship activities to demonstrate growth in each of the standards. For each standard, candidates are asked to provide a brief summary of the standard, as well as link to a minimum of two artifacts that provide evidence of growth for that standard. Each artifact will be introduced with an “Artifact Commentary” that introduces the artifact, connects it to the standard, and explains how it represents personal or professional learning.

To support candidate’s development of the E-Portfolio, guidelines for completing this task and rubric will be shared during the first course in the M.Ed. sequence. As a program requirement, all candidates are asked to include the following artifacts in their E-Portfolio: Leadership Vision or Philosophy; New School Leader Entry Plan; Internship Plan of Work with Final Reflection; and Resume.

The following rubric was designed to assess candidate’s demonstrated growth in knowledge and skill development relative to the MI Standards for School Leaders.

PERFORMANCE CRITERIA	MI STDS	DEVELOPING	PROFICIENT	EXEMPLARY
Facilitate a shared vision of learning; including the use of data to inform and promote continuous improvement; ongoing evaluation of progress; and effective use of technology toward this shared vision.	1.1 - 1.5	Candidate provides weak or limited evidence in support of their understanding, skill and commitment to all components within the standard.	Candidate provides at least two forms of compelling evidence in support of their understanding, skill and commitment to all components within the standard.	Candidate provides two or more forms of compelling and significant evidence in support of their understanding, skill and commitment to all components within the standard.
Sustain a positive school culture and strong instructional program with high expectations; understand staff supervision and hiring processes; and use technology to support	2.1 – 2.4	Candidate provides weak or limited evidence in support of their understanding, skill and commitment to all components within the	Candidate provides at least two forms of compelling evidence in support of their understanding, skill and commitment to all	Candidate provides two or more forms of compelling and significant evidence in support of their understanding, skill and

teaching and learning.		standard.	components within the standard.	commitment to all components within the standard
Ensure the management of school operations and resources through the monitoring of teacher, school management and operational systems; use resources wisely; promote student and staff welfare and safety; develop capacity for distributed leadership; and prioritize time for teaching and learning.	3.1 – 3.5	Candidate provides weak or limited evidence in support of their understanding, skill and commitment to all components within the standard.	Candidate provides at least two forms of compelling evidence in support of their understanding, skill and commitment to all components within the standard.	Candidate provides two or more forms of compelling and significant evidence in support of their understanding, skill and commitment to all components within the standard
Collaborate with stakeholders, including family and community, to improve the school; mobilize an array of diverse community resources; and build positive relationships with and among stakeholders. Use technology as appropriate to support these goals.	4.1 – 4.5	Candidate provides weak or limited evidence in support of their understanding, skill and commitment to all components within the standard.	Candidate provides at least two forms of compelling evidence in support of their understanding, skill and commitment to all components within the standard.	Candidate provides two or more forms of compelling and significant evidence in support of their understanding, skill and commitment to all components within the standard
Act ethically with integrity and fairness to ensure all students' academic and social success. Model ethical behavior and safeguard democratic values; understand legal decision-making; and promote social justice.	5.1 – 5.5.	Candidate provides weak or limited evidence in support of their understanding, skill and commitment to all components within the standard.	Candidate provides at least two forms of compelling evidence in support of their understanding, skill and commitment to all components within the standard.	Candidate provides two or more forms of compelling and significant evidence in support of their understanding, skill and commitment to all components within the standard



Advocate for student and their families through political, social, economic, legal and cultural contexts; anticipate and assess emerging policy trends.	6.1 – 6.3	Candidate provides weak or limited evidence in support of their understanding, skill and commitment to all components within the standard.	Candidate provides at least two forms of compelling evidence in support of their understanding, skill and commitment to all components within the standard.	Candidate provides two or more forms of compelling and significant evidence in support of their understanding, skill and commitment to all components within the standard
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**APPENDIX D:**  
**Taking Stock of Your Learning**  
M.Ed. in Educational Leadership  
Oakland University

*The following worksheet was designed to support the early development of your E-Portfolio. This activity can be done in-class or independently, in small groups or alone.*

**Part I: New Understanding & Skill**

Directions: In small groups, brainstorm 2-3 big ideas for each course in the program. Then list the things that you can now do as a result of your new learning.

COURSE	BIG IDEAS	NEW SKILLS
EL 500: Introduction to Educational Leadership		
EL 520: Schools, Students & Educational Equity		
EL 530: Theories & Techniques of Leadership		

EL 550: School Finance & Business Administration		
EL 560: Staff & Curriculum Development for School Improvement		
EL 620: Law for Teachers & Administrators		
EL 630/640: Internship		

## **Part II: Self-Inventory**

Directions: Individually, reflect on your learning across the program. What do you consider your greatest accomplishments in the program, and what is the evidence of your learning?

## **Part III: Self-Assessment**

Directions: Individually, review the MI Standards for School Leaders. Then brainstorm the things you still need to learn as a school leader. Once your list is more-or-less complete, circle the top 3 items. Then, reflect on the actions that you might take to get better at each before the program ends, e.g. personal inquiry and reading; interviews; observations, deliberate practice.

## **APPENDIX E:**

### **New School Leader Entry Plan**

M.Ed. in Educational Leadership  
Oakland University

*To avoid bad beginnings, we believe that new administrators must hit the ground learning, rather than running. Entry requires that they build relationships with stakeholders and develop a process for learning, rather than reflexively focusing on tasks. – Jentz & Murphy, 2005*

*The first few weeks in the life of a principal can be pretty challenging. One of the best pieces of survival advice was given to me by my superintendent soon after I had been hired as the new principal. He suggested I develop an “entry plan” and implement the plan during my first few weeks before the new school year, and I now recommend such a plan to all beginning principals. The plan provides structure and direction while alleviating some of that initial sense of uncertainty in a new district. – Jan Walker, nd*

#### **The Task**

Develop an “Entry Plan” for your first position as a formal building leader. How will you gather information about the building, district and surrounding community? How will you learn the views of critical stakeholders on the school and its goals, strengths, and needs? How will you uncover their expectations for you as a new leader? Additionally, how will you communicate your vision to staff? And how will you attend to your own growth and development as a new leader?

To get started, articulate 2-4 core Leadership Goals for the first three months on the job. Then, for each goal, identify the concrete steps that you will take to reach that goal, and a plan for measuring your success. In conclusion, note the specific strategies that you will engage in so as to support your learning and development as a new school leader.

As an organizational tool, an Entry Plan will be one of the first roadmaps guiding your way as a new school leader; a blueprint for success. In sum, a good entry plan will guide you through the challenges of getting to know and feel comfortable in a new position of authority.

#### **References**

Jentz, B. C. & Murphy, J. T. (2005). Starting confused: how leaders start when they don't know where to start. *Phi Delta Kappan*, 86, 10, 736-744.

Walker, J. (nd). The beginning principal's tool: An entry plan. National Association of Secondary School Principals Knowledge Center. Available at:  
<http://www.principals.org/Content.aspx?topic=59645>.