

North Dakota State University

Educational Leadership Program

Portfolio and Oral Examination

Candidate Guidelines

Introduction

The portfolio and the oral examination are the culminating activities for the Master's of Education (M.Ed.) degree. The portfolio process allows candidates to create a carefully selected collection of artifacts from their academic coursework, professional work setting, and practicum to use as a means to describe their knowledge, skill, and understanding of the standards and indicators that they acquired while enrolled in the Educational Leadership Program.

Candidates create and submit two different portfolios – an Evidence Portfolio (1 copy) and a Presentation Portfolio (4 copies) - and they do an oral presentation on their portfolio (either face-to-face on campus or via IVN) with their faculty committee. Guidelines for creating both types of portfolios and preparing for the oral are provided below.

Evidence Portfolio Guidelines

Evidence Portfolio

1. Purchase a 3-ring binder with large rings.
2. Review the **Portfolio Evaluation Form** (see Appendix 1) as this is the form that you will use to document the self-scoring of your Evidence Portfolio. On the left hand side of the form, you'll see that there are 3 "levels" in the hierarchy of the standards. The term for each level and an example of each level follows. Knowing the name of each level will help you complete the **Portfolio Evaluation Form** and other portfolio requirements.
 - a. **Standards** (e.g. Standard 1.0: Candidates who complete the program are education leaders who have the knowledge and ability to promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning supported by the school community.)
 - b. **Elements** under each **Standard** (e.g. 1.1 Develop a Vision)
 - c. **Sub-Elements** under each **Element** (e.g. 1.1a. Candidates develop a vision of learning for a school that promotes the success of all students.)
3. Create tabs for your 3-ring binder with the numbers for all the **Elements** (e.g. 1.1)
4. Review the **Directions for Self Scoring** (see Appendix 2).
5. Review all the artifacts that you completed while enrolled in the program (NOTE: Your artifacts can be assignments from your classes or documents that you created in your work setting or your practicum) and match those documents with the **Sub-Element** that you think the artifact best supports. Place that artifact behind the tab for that **Element** in your binder and list that artifact on the **Portfolio Evaluation Form** in the column called **Portfolio Evidence**.

If you find yourself listing several artifacts for a particular **Sub-Element**, highlight or bold the artifact that you feel best represents your accomplishment of that **Sub-**

Element. Also, please note that an artifact can be linked to multiple **Sub-Elements**. You just need to include a paper copy of the artifact in one place in your portfolio, but you can list that artifact under **Portfolio Evidence** every time you reference it. Just indicate where the paper copy can be found in your portfolio (e.g. 2.2.b).

6. Look at the **Portfolio Evidence** that you assembled for each **Sub-Element** and under the heading **Self Score** column on the **Portfolio Evaluation Form** circle the symbol (e.g. - +) that best describes your competence on that **Sub-Element**. Then circle the number on the **Self Score** scale (from Derailer (1/low) to Strength (5/high) that indicates your overall competence in that **Element**. Use the **Directions for Self Scoring** (Appendix 2) to guide you in this process.

A score of 3 (Developmental Zone) is considered “entry level” for the purpose of this exercise. Although we would hope that you would feel comfortable scoring yourself at least a 3 for all of the **Elements** listed, we understand that there will be some areas where you feel stronger in than others, which is just fine. The main thing is to be honest with yourself in your scoring.

7. Under the heading **Comments** on the **Portfolio Evaluation Form** (Appendix 1) indicate where the evidence you included came from (a certain course, your practicum, etc.) and then share your thoughts as to why you selected the artifacts you listed in the **Portfolio Evidence** section and why you self-scored yourself the way you did. An example of how to fill out the **Portfolio Evaluation Form** can be found in Appendix 3.
9. The **Evidence Portfolio** should be delivered to your Advisor at the Educational Leadership Program office (FLC 210) on campus or mailed to her/his office at least one week prior to the oral exam.

NOTE: Please **do not** place any of your portfolio material in clear plastic sleeves.

Presentation Portfolio Guidelines

1. Purchase 4 (four), 3-ring binders (small rings) and create tabs for each section of all 4 of your **Presentation Portfolios**. The sections of the **Presentation Portfolio** are:

- Abstract
- Reflective Essay
- Leadership Essay
- Resume
- Portfolio Evaluation Form
- Results of DAC
- Results of ID21

2. Create a **Cover Page** and a **Table of Contents** for your **Presentation Portfolio**. See Appendix 4 for examples of how to create your **Cover Page** and the **Table of Contents** for your **Presentation Portfolio**.

3. Write a **Reflective Essay**. Study the **Portfolio Evaluation Form** you completed for your **Evidence Portfolio** and use this as your guide in writing a **Reflective Essay**. In the **Reflective Essay** you will address each of the first six **Standards** and their subsequent **Elements** (e.g. 1.1 Develop a Vision, 1.2 Articulate a Vision). Include the **Element** and then tell the reader how this program has served to help you grow as an educational leader in this particular area of competence. Then write about your strengths and then your weaknesses in this particular **Element**. Complete each section by describing to the readers your future professional development plans, which will serve to strengthen yourself in this **Element**.

For Standard 7 (Practicum) please describe the main practicum activities that you carried out and explain how your practicum experience provided you with opportunities to synthesize and apply what you have learned from your involvement with the Educational Leadership program.

Place your completed **Reflective Essay** in your **Presentation Portfolio**.

4. In EDUC 730 Leadership, Planning and Organizational Behavior, you wrote a **Leadership Essay**. As it may have been some time since you wrote your Leadership Essay, we would ask that you now re-read that essay and revise it to show how your concept of leadership has developed since you wrote your initial **Leadership Essay** and place the Leadership Essay in your **Presentation Portfolio**.
5. Create a **Resume** using the template in Appendix 5 and place it in your **Presentation Portfolio**.
6. Place the **Portfolio Evaluation Form** that you created while assembling your Evidence Portfolio in your **Presentation Portfolio**.
7. If you participated in the Developmental Assessment Center (DAC) in the 797 Pre-Assessment class, include the results of DAC in your **Presentation Portfolio**. If you didn't participate in the DAC, you don't need to include that section in your **Presentation Portfolio**.
8. After the ID21, you received a feedback form based on your work in the ID21. Include the ID21 feedback form in your **Presentation Portfolio**. If you did the Written Comprehensive Exam instead of the ID21, include your results on the exam in your **Presentation Portfolio**.
9. Submit 4 (four) copies of the Presentation Portfolio to your Advisor at the Educational Leadership Program office (FLC 210) on campus or mail to the office at least **two weeks prior** to the oral exam.

NOTE: Please **do not** place any of your portfolio material in clear plastic sleeves.

Oral Presentation Guidelines

Prepare a short PowerPoint presentation that will provide the committee with your overall understanding of and competence relative to the Educational Leadership Program standards. The template for preparing your PowerPoint slides can be found at:

http://www.ndsu.edu/education/educational_leadership/portfolio_and_oral_examination_guidelines/oral_exam_powerpoint_template/

The Day of Your Oral

On the day of your Oral Examination you will meet for approximately one hour with your three committee members. As your material has previously been delivered to your committee members, all you need to bring with you that day is a jump drive with your PowerPoint presentation. A laptop and projector will be available for you to use. If you are doing your oral on campus, please arrive 15 minutes before your start time to get ready for your Oral Examination. If you are doing your oral via IVN, work with your advisor and your school's IVN Coordinator to make sure that all the IVN arrangements are in place.

Time your presentation to take no longer than 30 minutes. At the end of your presentation, open the floor for questions and discussion. The committee members then will take the lead and ask questions of you for about 20-30 minutes. At the conclusion of the question and answer portion of the oral, you will be asked to leave the room so that the committee can spend some time together discussing your presentation. After about 15 minutes, you will be asked to come back in to the room where your advisor will share with you the committee's feedback relative to your Oral Examination.

APPENDIX 1

Portfolio Evaluation Form

**NDSU Educational Leadership Program
Portfolio Evaluation Form**

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

*****Meets Standards for School Building Leadership (K-12 Principal)**

1.1 Develop a Vision	Portfolio Evidence	Self Score					Comments	
		1	2	3	4	5		
a. Candidates develop a vision of learning for a school that promotes the success of all students.		⊖	-	(-)	(+)	+	⊕	
b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.		⊖	-	(-)	(+)	+	⊕	
1.2 Articulate a Vision	Portfolio Evidence	Self Score					Comments	
		1	2	3	4	5		
a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.		⊖	-	(-)	(+)	+	⊕	
b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.		⊖	-	(-)	(+)	+	⊕	

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c. Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.		⊖ - (-) (+) + ⊕	
1.3 Implement a Vision	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.		⊖ - (-) (+) + ⊕	
b. Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).		⊖ - (-) (+) + ⊕	
1.4 Steward a Vision	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.		⊖ - (-) (+) + ⊕	
b. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.		⊖ - (-) (+) + ⊕	
c. Candidates assume stewardship of the vision through various methods.		⊖ - (-) (+) + ⊕	
1.5 Promote Community Involvement in the Vision	Portfolio Evidence	Self Score 1 2 3 4 5	Comments

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a. Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.		⊖ - (-) (+) + ⊕	
b. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.		⊖ - (-) (+) + ⊕	

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

2.1 Promote Positive School Culture	Portfolio Evidence	Self Score					Comments	
		1	2	3	4	5		
a. Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g. population, language, disability, gender, race, socio-economic) of the school community improve school programs and culture.		⊖	-	(-)	(+)	+	⊕	
2.2 Provide Effective Instructional Program	Portfolio Evidence	Self Score					Comments	
		1	2	3	4	5		
a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.		⊖	-	(-)	(+)	+	⊕	
b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.		⊖	-	(-)	(+)	+	⊕	

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c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.		⊖ - (-) (+) + ⊕	
2.3 Apply Best Practice to Student Learning	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.		⊖ - (-) (+) + ⊕	
b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.		⊖ - (-) (+) + ⊕	
c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.		⊖ - (-) (+) + ⊕	
2.4 Design Comprehensive Professional Growth Plans	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.		⊖ - (-) (+) + ⊕	
b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.		⊖ - (-) (+) + ⊕	

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c. Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.		⊖ - (-) (+) + ⊕	
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Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

3.1 Manage the Organization	Portfolio Evidence	Self Score	Comments
		1 2 3 4 5	
a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency.		⊖ - (-) (+) + ⊕	
b. Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.		⊖ - (-) (+) + ⊕	
c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.		⊖ - (-) (+) + ⊕	
3.2 Manage Operations	Portfolio Evidence	Self Score	Comments
		1 2 3 4 5	
a. Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.		⊖ - (-) (+) + ⊕	

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b. Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.		⊖ - (-) (+) + ⊕	
c. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facility..		⊖ - (-) (+) + ⊕	
3.3 Manage Resources	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.		⊖ - (-) (+) + ⊕	
b. Candidates creatively seek new resources to facilitate learning.		⊖ - (-) (+) + ⊕	
c. Candidates apply and assess current technologies for school management, business procedures, and scheduling.		⊖ - (-) (+) + ⊕	

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Collaborate with Families and Other Community Members	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
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a. Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.		⊖ - (-) (+) + ⊕	
b. Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.		⊖ - (-) (+) + ⊕	
c. Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.		⊖ - (-) (+) + ⊕	
d. Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.		⊖ - (-) (+) + ⊕	
e. Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.		⊖ - (-) (+) + ⊕	
f. Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.		⊖ - (-) (+) + ⊕	
g. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.		⊖ - (-) (+) + ⊕	
h. Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.		⊖ - (-) (+) + ⊕	
4.2 Respond to Community Interests and Needs	Portfolio Evidence	Self Score 1 2 3 4 5	Comments

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a. Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.		⊖	-	(-)	(+)	+	⊕	
b. Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.		⊖	-	(-)	(+)	+	⊕	
c. Candidates provide leadership to programs serving students with special and exceptional needs.		⊖	-	(-)	(+)	+	⊕	
d. Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.		⊖	-	(-)	(+)	+	⊕	
4.3 Mobilize Community Resources	Portfolio Evidence	Self Score					Comments	
		1	2	3	4	5		
a. Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.		⊖	-	(-)	(+)	+	⊕	
b. Candidates demonstrate how to use school resources and social service agencies to serve the community.		⊖	-	(-)	(+)	+	⊕	
c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.		⊖	-	(-)	(+)	+	⊕	

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Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

5.1 Acts with Integrity	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.		⊖ - (-) (+) + ⊕	
5.2 Acts Fairly	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.		⊖ - (-) (+) + ⊕	
5.3 Acts Ethically	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates make and explain decisions based upon ethical and legal principles.		⊖ - (-) (+) + ⊕	

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.1 Understand the Larger Context	Portfolio Evidence	Self Score 1 2 3 4 5	Comments

**NDSU Educational Leadership Program
Portfolio Evaluation Form**

a. Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.		⊖ - (-) (+) + ⊕	
b. Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.		⊖ - (-) (+) + ⊕	
c. Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.		⊖ - (-) (+) + ⊕	
d. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.		⊖ - (-) (+) + ⊕	
e. Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.		⊖ - (-) (+) + ⊕	
f. Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.		⊖ - (-) (+) + ⊕	
g. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.		⊖ - (-) (+) + ⊕	
h. Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.		⊖ - (-) (+) + ⊕	

**NDSU Educational Leadership Program
Portfolio Evaluation Form**

6.2 Respond to the Larger Context	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.		⊖ - (-) (+) + ⊕	
6.3 Influence the Larger Context	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.		⊖ - (-) (+) + ⊕	
b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.		⊖ - (-) (+) + ⊕	
c. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.		⊖ - (-) (+) + ⊕	

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

7.1 Substantial	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by		⊖ - (-) (+) + ⊕	

**NDSU Educational Leadership Program
Portfolio Evaluation Form**

educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.			
b. Each candidate should have a minimum of six months (or equivalent, see note below) of fulltime internship experience.		⊖ - (-) (+) + ⊕	
7.2 Sustained	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.		⊖ - (-) (+) + ⊕	
7.3 Standards-based	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.		⊖ - (-) (+) + ⊕	
b. Experiences are designed to accommodate candidates' individual needs.		⊖ - (-) (+) + ⊕	
7.4 Real Settings	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates' experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.		⊖ - (-) (+) + ⊕	

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Portfolio Evaluation Form**

b. Candidates' experiences include work with appropriate community organizations such as social service groups and local businesses.		⊖ - (-) (+) + ⊕	
7.5 Planned and Guided Cooperatively	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs.		⊖ - (-) (+) + ⊕	
b. Mentors are provided training to guide the candidate during the intern experience.		⊖ - (-) (+) + ⊕	
7.6 Credit	Portfolio Evidence	Self Score 1 2 3 4 5	Comments
a. Candidates earn graduate credit for their intern experiences.		⊖ - (-) (+) + ⊕	

APPENDIX 2

Directions for Self-Scoring

Directions for Self-Scoring

1. Complete Portfolio Evidence Column and enter a description of each entry under the appropriate table.
2. Score each indicator using the scale of minus to plus rating (A score of zero means no evidence).
3. Score each competency transposing using the one to five.
4. Begin writing your reflective essay justifying your competency scoring.
 - a. Your writing must include strengths, derailers and development plans in all competency areas.
5. Your scoring and all components of your portfolio will provide background for your oral defense.

Skill Ratings

1	2	3	4	5
Derailer	Noticeable Problem Area	Developmental Zone	Competency	Strength
Area of little skill that significantly detracts from performance.	Area of limitation that hinders performance.	Area of strength, but some aspects of the skill could be strengthened.	Area of strength that enhances performance.	Area of strength that significantly contributes to performance.

Scoring Notations

⊖	–	(–)	(+)	+	⊕
Strong Minus	Minus	Weak Minus	Weak Plus	Plus	Strong Plus
An egregious demonstration of a lack of skill.	A lack of skill demonstrated.	Some lack of skill demonstrated.	Some skill demonstrated.	Skill demonstrated effectively.	Skill demonstrated in an outstanding manner.
Acts of commission					

0	N
No Evidence	No Opportunity
Missed opportunity to demonstrate skill – act of omission – translates to minus in overall score	No opportunity to demonstrate skill due to circumstances within the exercise – not considered in overall score

APPENDIX 3

Example Portfolio Evaluation Form

**NDSU Educational Leadership Program
Example Portfolio Evaluation Form**

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

*****Meets Standards for School Building Leadership (K-12 Principal)**

1.1 Develop a Vision	Portfolio Evidence	Self Score 3	Comments
a. Candidates develop a vision of learning for a school that promotes the success of all students.	<ol style="list-style-type: none"> 1. Vision for Tech Enhanced Environment Paper 2. Course Syllabus for World Geography 3. Mission Statement 	(+)	<ol style="list-style-type: none"> 1. ED 733 – I wrote a paper outlining my vision for a “paperless” classroom that had no limitations in regard to technology enhancements that would increase the ability of all students’ learning abilities. 2. ED 732 – I created a standards based syllabus that outlined my vision for my current classroom. The syllabus included a conceptual framework aimed to teach the entire student. 3. ED 794 – I participated in a group of several stakeholders to develop a mission statement to guide the use of our afterschool workout facilities.

**NDSU Educational Leadership Program
Example Portfolio Evaluation Form**

<p>b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.</p>	<ol style="list-style-type: none"> 1. Sociological Inventory and Letter to Successor 2. 4MAT PowerPoint 3. Technology Expenditures PowerPoint 4. Differentiated Instruction Unit 5. Breaking Ranks PowerPoint 	<p>+</p>	<ol style="list-style-type: none"> 1. ED 712 – I conducted a sociological inventory of our district to identify social and cultural variables impacting our schools. I reported those findings and their implications of them to the vision of our schools to a hypothetical successor. 2. ED 732 – I created a PowerPoint presentation that highlighted the theory of 4MAT learning styles and how these styles can inform classroom practices and student achievement. 3. ED 733 – I created a PowerPoint presentation to justify the expenditures for technology resources as a vital part of the efforts of our schools to reach all students and meet the ever changing needs of our contemporary world. 4. ED 732 – I created a unit based on the principles of differentiated instruction to ensure that the needs of all learners were addressed. 5. ED 743 – I worked with a group to develop a presentation on the recommendations of the Breaking Ranks book. The recommendations focused on how to enhance curriculum to improve outcomes for all students.
<p>1.2 Articulate a Vision</p>	<p>Portfolio Evidence</p>	<p>Self Score 4</p>	<p>Comments</p>

**NDSU Educational Leadership Program
Example Portfolio Evaluation Form**

<p>a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.</p>	<ol style="list-style-type: none"> 1. Leadership Essay 2. Internal Publics PowerPoint 3. Communication Plan 	<p style="text-align: center;">+</p>	<ol style="list-style-type: none"> 1. ED 730 – I wrote an essay that describes my views on leadership and expresses my own leadership beliefs and tendencies that I would envision as an educational leader. 2. ED 712 – I worked with a group to create a PowerPoint focusing on the importance of communication and relationships amongst the internal publics of a school in achieving school goals and success. 3. ED 712 – I developed a communication plan to introduce, adopt and implement the Positive Behavior Support system proposed by ND DPI.
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APPENDIX 4

Presentation Portfolio Cover Page

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Table of Contents

Presentation Portfolio Cover Page

Autobiographical Self-Study: A Portfolio of Educational Leadership Competencies

In

(Choose ONE)

Elementary Principal

Secondary Principal

K-12 Principal

Superintendent

Director of Special Education

Director of Community Education

General Leadership

A Portfolio Submitted to the Graduate Faculty of the
NDSU Educational Leadership Program

By

Billy Bison

In Partial Fulfillment of the Requirements
For the Degree of

Master of Education

Major Program
Educational Leadership

Date Defended

Fargo, North Dakota

Presentation Portfolio

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APPENDIX 5

Resume Example

Resume Example

NOTE: Prepare an updated Professional Resume showing the anticipated completion date of your degree. Center your personal information at the top of the page and include the following sections in your resume:

Education
Professional Experience
Honors and Awards
Professional Organization Membership
Certification
Professional Presentations
Publications

If you don't have information to put in a section, omit that section. Format the resume like the example that follows. Please note that your resume can be more than one page in length.

William T. Bison
1890 Land Grant Ave.
Fargo, ND 58108
701-555-1212
Billy.Bison@ndsu.edu

Education

M. Ed. North Dakota State University, Fargo, ND
2011 (Expected completion date) Major Program: Educational Leadership

B. S. Drake University, Des Moines, IA
1999 Major: Secondary Education, Science

Professional Experience

2002 – Present High School Biology Teacher
GoFar High School
2727 Sweet Apple Way
Fargo, ND 58108
Duties:
Teach 4 sections of Advanced Placement Biology
Serve as Chair of High School Science Department
Serve as member of K-12 Science Curriculum Writing Team
Serve as Senior Class Advisor
Serve as member of Principal's Advisory Council

1999 – 2002 High School Biology Teacher
Iowa Falls High School
3800 Cadet Road
Iowa Falls, IA 50126
Duties:
Taught all Biology I and Biology Honors Courses
Served as a member of the High School Science Department

Honors & Awards

2001 Allamakee County Teacher of the Year
2000 Iowa Falls High School Teacher of the Year

Professional Organization Membership

National Science Teachers Association

Certification

North Dakota Secondary Science Teaching Credential

Professional Presentations

- 2005 Innovative Applications of Technology in the Biology Lab
In-service presentation to Area 11 Science Teachers
- 2004 Collaborative Learning Strategies in Secondary Science
Guest lecture presented to North Dakota State University pre-
service science majors

Publications

Bison, W. T., Clapper, A. T., & Lajimodiere, D. (2010). Collaborative learning strategies in secondary science. *Research to Practice Journal*. 53, 449-455.