



Stony Brook University

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:

ISLLC Standard #4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.				
Standard Function	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4
4C. Build and sustain positive relationships with families and caregivers.	Candidate cannot develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. (ELCC 4.1h)	Candidate can partially develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.	Candidate can develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.	Candidate can effectively develop and implement many strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.
4D. Build and sustain productive relationships with community partners.	<p>Candidate cannot apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships. (ELCC 4.1c)</p> <p>Candidate does not demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service</p>	<p>Candidate can sometimes apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.</p> <p>Candidate partially demonstrates an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business,</p>	<p>Candidate can apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.</p> <p>Candidate can demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.</p>	<p>Candidate effectively applies an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft many frameworks for school, business, community, government, and higher education partnerships.</p> <p>Candidate demonstrates a strong ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to</p>

	<p>organizations to strengthen programs and support district goals. (ELCC 4.1d)</p> <p>Candidate does not demonstrate the ability to involve community members, groups, and other stakeholders in district decision- making, reflecting an understanding of strategies to capitalize on the district’s integral role in the larger community. (ELCC 4.1e)</p> <p>Candidate does not demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning. (ELCC 4.1f)</p>	<p>religious, political, and service organizations to strengthen programs and support district goals.</p> <p>Candidate partially demonstrates the ability to involve community members, groups, and other stakeholders in district decision-making, reflecting an understanding of strategies to capitalize on the district’s integral role in the larger community.</p> <p>Candidate partially demonstrates the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.</p>	<p>Candidate can demonstrate the ability to involve community members, groups, and other stakeholders in district decision- making, reflecting an understanding of strategies to capitalize on the district’s integral role in the larger community.</p> <p>Candidate can demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.</p>	<p>strengthen programs and support district goals.</p> <p>Candidate demonstrates a strong ability to involve community members, groups, and other stakeholders in district decision- making, reflecting an understanding of strategies to capitalize on the district’s integral role in the larger community.</p> <p>Candidate demonstrates a strong ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.</p>
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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.

Standard Function	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4
6A. Advocate for children, families, and caregivers.	Candidate does not demonstrate the ability to 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. (ELCC 6.3b)	Candidate partially demonstrates the ability to 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.	Candidate can demonstrate the ability to 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.	Candidate demonstrates a strong ability to 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.
6B. Act to influence local, district, state, and national decisions affecting	Unacceptable - 1	Min Meets - 2	Meets Standards - 3	Distinguished - 4
	Candidate does not demonstrate an understanding of the policies, laws, and regulations enacted by	Candidate partially demonstrates an understanding of the policies, laws, and regulations	Candidate can demonstrate an understanding of the policies, laws, and regulations enacted by	Candidate demonstrates a comprehensive understanding of the policies, laws, and

<p>student learning.</p>	<p>local, state, and federal authorities affecting a specific district. (ELCC 6.1c)</p> <p>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. (ELCC 6.3a)</p>	<p>enacted by local, state, and federal authorities affecting a specific district.</p> <p>Candidate partially demonstrates 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.</p>	<p>local, state, and federal authorities affecting a specific district.</p> <p>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.</p>	<p>regulations enacted by local, state, and federal authorities affecting a specific district.</p> <p>Candidate demonstrates a comprehensive 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.</p>
<p>6C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.</p>	<p>Unacceptable - 1</p> <p>Candidate does not demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district. (ELCC 6.2c)</p> <p>Candidate does not demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning. (ELCC 4.1b)</p>	<p>Min Meets - 2</p> <p>Candidate partially demonstrates the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.</p> <p>Candidate demonstrates a partial ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.</p>	<p>Meets Standards - 3</p> <p>Candidate can demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.</p> <p>Candidate can demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.</p>	<p>Distinguished - 4</p> <p>Candidate demonstrates a strong ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.</p> <p>Candidate demonstrates a strong ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.</p>