

Educational Administration Portfolio Assessment Guidelines

PRODUCT DESCRIPTIONS for the PORTFOLIO ASSESSMENT FORM

Standard 1: The administrator promotes the success of every student by facilitating development, articulation, implementation and stewardship of a vision of learning that is shared and supported by stakeholders

- Minimal: Contains few, if any, artifacts demonstrating a vision of learning that is shared and supported by stakeholders. Stakeholders are defined as students, teachers, staff, parents and the community.
- Basic: Includes several artifacts which articulate a vision of learning. Vision exhibited is sound and essential to the field although rudimentary or basic in its scope.
- Proficient: Incorporates several artifacts which clearly demonstrates a vision of learning that implements major tenets of the field, and articulates a school mission statement that facilitates the development of a shared vision with the school community
- Advanced: Showcases exemplary mastery of a vision of learning in multiple forms; communicates the breadth and depth of the central concepts of vision development, and articulates a school mission statement that facilitates the development of a shared vision with the school community

Standard 2: The administrator promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- Minimal: Contains little or no documentation; displays a disregard or unawareness for sustaining school culture, instructional programs conducive to student learning or for professional staff development or growth.
- Basic: Contains a few basic artifacts; communicates a basic understanding of school culture and its relationship to instructional programs conducive to student learning and staff development, but administrator's full potential has not been realized.
- Proficient: Includes several relevant artifacts that reflect the administrator's ability to foster a school climate which is conducive to learning; develop and implement curriculum based on research, theory, and informed practice; and creates opportunities with staff for professional development
- Advanced: Noteworthy collection of artifacts clearly communicates a thorough understanding of the relationship between sustaining a school culture, student learning and staff professional growth and development built on research, theory, and informed practice.

Standard 3: The administrator promotes the success of every student by ensuring management of the organization, operation and resources for a safe, efficient and effective learning environment.

- Minimal: Contains few, if any, appropriate artifacts; communicates a disinterest or insensitivity to providing and managing a safe, efficient and effective learning environment.
- Basic: Includes several basic artifacts demonstrating knowledge and understanding of organizing and managing the operation and maintenance of the school facility to assure a healthy, safe, and pleasant environment
- Proficient: Incorporates several relevant artifacts representing knowledge, understanding and application of appropriate management techniques to assure a healthy, safe, and pleasant environment
- Advanced: Presents numerous, novel examples of personal management techniques to assure a healthy, safe, and pleasant environment

Standard 4: The administrator promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community

- Minimal: Artifacts focus on only one type of communication; administrator makes no attempt to collaborate with faculty or community members; does not perceive importance of communication and social relationships as administrative competencies; communicates with a limited number of people.
- Basic: Indicates general awareness of importance of social relationships; includes baseline network of contacts, but fails to include full range of stakeholders; communicates an awareness and desire to support students' learning and well-being.
- Proficient: Exhibits competency in social relationships; shows solid and varied network of relationships within the larger community; demonstrates an active effort to support students' learning and well-being; communicates clearly using listening, writing, and speaking skills in a manner that is consistent with and responsive to the specific audience
- Advanced: Demonstrates proficiency in creating and maintaining social relationships; develops and promotes co-curricular activities in conjunction with the school community; management, and facilitation of the coordination of community service agencies to assure that resources and services are provided to all children

Standard 5: The administrator promotes the success of every student by acting with integrity, fairness and in an ethical manner

Minimal:	Little or no evidence to demonstrate the administrator's character; illustrates no apparent value system
Basic:	Artifacts represent an administrator who is developing character traits befitting to administrators; demonstrates some evidence of growth and shows interest in making moral and ethical choices befitting a professional within a school setting
Proficient:	Artifacts indicate an administrator who handles problems independently and with sound judgment; demonstrates evidence of strong character; trustworthiness and dependability
Advanced:	Artifacts characterize an administrator who constantly uses mature judgment in seeking viable solutions to problems and demonstrates ability to handle the whole gamut of professional responsibilities and burdens; embodies high moral and ethical standards and behavior; role model

Standard 6: The administrator promotes the success of every student by understanding, responding to, and influencing the political, social, legal context

Minimal:	Lack of artifacts to demonstrate ability to analyze the dynamics and inter-relationships of local, state, and national politics that impact on the school; multi-cultural awareness, gender sensitivity, and racial and ethnic appreciation; or a supportive environment for change
Basic:	Artifacts demonstrate a basic ability to analyze the dynamics and inter-relationships of local, state, and national politics that impact on the school; multi-cultural awareness, gender sensitivity, and racial and ethnic appreciation; or a supportive environment for change.
Proficient:	Artifacts demonstrate administrator's ability to adequately analyze the dynamics and inter-relationships of local, state, and national politics that impact on the school; promotes multi-cultural awareness, gender sensitivity, and racial and ethnic appreciation; provides a supportive environment for change
Advanced:	Artifacts demonstrate strong ability to develop procedures which comply with local policies, state and federal rules and regulations, and contractual agreements; and apply educational law in dealing with curricular issues, student affairs, and personnel administration; provides a supportive environment for change

Standard 7: The administrator promotes the success of every student by reflecting on field-based internship experiences

Minimal:

Basic:

Proficient:

Advanced:

Standard 8: The administrator promotes the success of every student by reflecting on standards-based internships

Minimal:

Basic:

Proficient:

Advanced:

Standard 9 : The administrator demonstrates professional growth through sustained experiences in which the candidate is provided with internship experience of at least 250 clock hours in approved or accredited schools

Minimal:

Basic:

Proficient:

Advanced: