Viterbo University Educational Leadership Electronic Portfolio Expectations:

1. Each candidate will arrange a one hour time slot to present their electronic portfolio. Dates/Times should be arranged with their Supervisor and the Program Specialist of the Iowa Center. This should be done between March and June. They will present their portfolio to two or three individuals who are educational leadership faculty, advisory board members, internship supervisors, or a combination of the above.

2. The e-portfolio presentation rubric will be used by the team. Since there is no separate course or credit attached to this portfolio, it will be included as a component of the candidate’s final semester of internship.

3. Portfolios must be reviewed by at least ONE PEER for input and feedback prior to the presentation and submission of the portfolio. (OPTIONAL for Spring, 2013 completers)

4. Candidates will present their portfolio electronically using Power Point or another multi-media program and based upon the information outlined below. They should bring their computer or a flash drive with their Power Point presentation loaded on it. We will have a computer, computer screen, and projection equipment available.

   - Presentations should begin with an introduction of themselves, along with a description of their current position/role.

   - Candidates should thoughtfully select three reflections that best represent their experiences for each ISSL - they will have a total of 18 reflections. They should identify each reflection as to which standard it has met, then group three reflections for Standard 1 together, three reflections for Standard 2 together, etc. and identify how those three selected reflections satisfy the components of each standard.

   - When discussing their reflections students will clearly explain how the activity or experiences addresses the standard and helped them gain skill in the standard.

   - If an activity is participation in a meeting, workshop, or conference students will explain how they applied this experience in a leadership role.

   - The presentation will include **specific key learnings** from each activity or experience.

     REQUIRED

   - Artifacts or evidence will be provided for the activities/experiences. (agenda, handout, chart, data, photos, etc.). (OPTIONAL for Spring, 2014 completers)

   - All reflections will be included in the hard copy of the presentation (not just 3 per standard).

ELP – Electronic Portfolio Presentation Criteria  October, 2012
Students will select 8 “best work” examples from coursework to include in the presentation and describe which ISSL standards this project addressed and key learnings. (OPTIONAL for Spring, 2014 completers)

Portfolio presentations will include a discussion of three specific areas of growth that developed for them as a leader during the Educational Leadership program and goals for future growth in at least one area (standard).

Students who are already serving in an administrative, or semi-administrative roles, will demonstrate that they have participated in a variety of activities outside of their current job responsibilities.

Portfolio presentations/reflections will include evidence of activities ranging from K-12 and special education (to meet 25% requirement)

Portfolios should be professional to the extent that they could be used for interviews for administrative positions.

5. As we develop a new MAE Assessment Plan, the expectations here should feed into achieving the intended outcomes and provide data as evidence. For those candidates earning an initial Master of Arts degree from Viterbo, which means they took Research I and II during this Educational Leadership Program. Those candidates who currently possess a master’s degree will select 18 reflections. Those who are currently earning an initial master’s degree from Viterbo University will select 19-20 reflections (including reflections related to the two Research courses)

Data-driven decision-making. How have you changed? What was the impact? So what now?
In addition the candidate should include a brief discussion of their research including:
- Title
- Topic/Question/Area of Investigation
- 2-3 major researchers or studies from their literature review
- Type of data and data collection method
- Findings/Results
- Applications for the future

6. At the time of the presentation, candidates should bring a hard copy of each of the following:

a) All 18 reflections along with their final comprehensive internship log. They will leave these hard copies with us, which will be placed in their permanent file as evidence of the internship experiences and accomplishments. These hard copies will be used as evidence to the State of Iowa that they have successfully completed our approved program.

b) Their comprehensive log initialed by your mentor. Edit entire handout to be consistent with singular candidate rather than plural.
c) Their Power Point presentation.

7. The candidates will have a maximum of 45 minutes to share with a team of two to three people about their program of study. The team will then have an opportunity to ask the candidate questions regarding each of the six ISSL standards. It is Viterbo University's responsibility to verify that they have sufficient breadth and depth in each of the Iowa Standards for School Leaders within PK-12 levels so be prepared to address and identify experiences which meet each standard and each level.

Candidates should start preparing early. They should begin to group their reflections into those reflections that best meet the specific ISSL standard. Also, if they review their reflections and levels of experiences and see definite "holes" in their log, they should work with their mentor and internship supervisor on how those areas can best be filled.

Candidates must have attained a minimum of 375 clock hours prior to their presentation. If that number has not been met by their presentation date, they will need to wait to present until they have accumulated that number.

It is our goal that candidates will demonstrate to the team that they have gained meaningful and quality experiences throughout their two-year internship in each of the standards in each of the levels with one-fourth of their 400-hour internship in special education experiences.

It is also our goal that candidates will present this portfolio in a similar manner in which they would be interviewing for an administrative position by using appropriate presentation skills, grammar, eye contact, and attire.

This final presentation is the time to share their best experiences and how those experiences and course work have prepared them to meet the Iowa Standards for School Leaders to become a PK-12 Principal/Supervisor of Special Education. These experiences may not always be positive but ones in which they have gained tremendous insight, understanding, and have added breadth and depth to their preparation as a powerful leader of learning for all students.