

Superintendent Portfolio Information Western Illinois University

The program provides evidence of how it will assess a candidate's achievements as a school leader and if applicable as a teacher through analysis of the admission portfolio in each of the following categories (at a minimum):

1. Support for all students achieving high standards of learning;

- The Application Guide (Appendix N), subsections 4.4 and 4.5, instructs applicants that the portfolio is expected to contain evidence as an administrator in the category of "Support of all students in the classroom to achieve high standards of learning." Evaluators will score applicant portfolios using the rubric found in Application Guide (Appendix N, p. N-9), subsection 34.5.

2. Significant leadership roles in the school (e.g. curriculum, assessment or instructional development, school management or budgeting, evaluation of staff, mentoring);

- The Application Guide (Appendix N), subsection 4.4 and 4.5, instructs applicants that the portfolio is expected to contain evidence as an administrator in the category of "Evidence of leadership skills, abilities, and roles having an impact on the classroom, school, or district." Evaluators will score applicant portfolios using the rubric found in the Application Guide (Appendix N), subsection 4.5. The evaluator will examine this category when scoring rubric components 1, 2, 3, 4, 5, 6, and 7.

3. Strong oral and written communication skills;

- The Application Guide, subsection 4.4 and 4.5 (Appendix N), instructs applicants that the portfolio is expected to contain evidence as an administrator in the category of "strong oral and written communication skills." Evaluators will score applicant portfolios using the rubric found in Application Guide, subsection 4.5 (Appendix N). The evaluator will examine artifacts from across all portfolio categories when scoring this category. The admissions process also includes an interview (Interview, subsection 4.1), the presentation of the portfolio, and an essay (Writing, subsection 4.2). The oral and written communication skills demonstrated during these three components will be scored by the evaluators.

4. Analytic abilities needed to collect and analyze data for school and district improvement;

- The Application Guide, subsection 4.4 and 4.5 (Appendix N), instructs applicants that the portfolio is expected to contain evidence as an administrator in the category of "An analysis of school or district data that describes how data were used to inform instructional planning and implementation." Evaluators will score applicant portfolios using the rubric found at Application Guide, subsection 4.5 (Appendix N, p. N-9). The evaluator will examine this category when scoring rubric component 3 and 5.

5. Demonstrated respect for family and community;

- The Application Guide, subsection 4.4 and 4.5 (Appendix N), instructs applicants that the portfolio is expected to contain evidence as an administrator in the category of "Information the candidate's work with families and/or community groups and groups and how the work affected school or district." Evaluators will score applicant portfolios using the rubric found at Application Guide, subsection 4.5 (Appendix N). The evaluator will examine this category when scoring rubric component 4.

6. Strong interpersonal skills;

- The Application Guide, subsection 4.4 and 4.5 (Appendix N, p. N-9), instructs applicants that the portfolio is expected to contain evidence as an administrator in the category of “strong interpersonal skills.” Evaluators will score applicant portfolios using the rubric found at Application Guide, subsection 4.5 (Appendix N). The evaluator will examine this category when scoring rubric component 1, 2, 4, and 6. The admissions process also includes an interview and presentation of the portfolio. The interpersonal skills on display during the interview and portfolio presentation will be scored by the evaluators.

7. Strong demonstrated leadership skills and abilities.

- The Application Guide, subsection 4.5 (Appendix N), instructs applicants that the portfolio is expected to contain evidence as a teacher in the category of “Evaluation of the candidate’s administrative abilities” and “Evidence of leadership skills, abilities, and roles having an impact on the classroom, school, or district.” Evaluators will score applicant portfolios using the rubric found at Application Guide, subsection 4.5, Appendix N). The evaluator will examine this category when scoring rubric components 1, 2, 3, 4, 5, and 6.

Rubric for Portfolio

The program will use the rubric shown below to evaluate the quality of your portfolio. Ten criteria are used in the rubric.

Rubric for Evaluation of Application Portfolio			
Component	Does Not Meet (0)	Meets (1)	Exceeds (2)
1. Evaluations of the candidate's administrative skills.	No evaluation from the candidate's supervisor is included.	The supervisor's evaluation attests to the candidates teaching, leadership, and potential for a role as a principal. Note: This may not be clearly stated in the evaluation, but may be the result of the overall content and tone of the evaluation.	Not Applicable
2. Evidence of leadership skills, abilities, and roles having an impact on the classroom, school, or district.	Evidence of leadership skills, abilities and roles held and descriptions of the impact the applicant has had on the classroom, school, district, or constituents served is not demonstrated.	Evidence of leadership skills, abilities, and roles held and descriptions of the impact the applicant has had on the classroom, school, district, or constituents served is demonstrated.	Evidence of leadership skills, abilities, and roles held and descriptions of the impact the applicant has had on the classroom, school or district, or the constituents served is exceptional and clearly demonstrated.
3. An analysis of school or district data that describes how data were used to inform instructional planning and implementation.	Examples of the applicant's analytical abilities as evidenced by a description of how he or she used the results from student assessments to inform instructional planning and implementation are not presented.	Examples of the applicant's analytical abilities as evidenced by a description of how he or she used the results from student assessments to inform instructional planning and implementation are presented	Examples of the applicant's analytical abilities as evidenced by a description of how he or she used the results from student assessments to to inform instructional planning and implementation, supported by specific examples, including data analysis or interpretation of the data, actions taken, and improvement in student learning
4. Support for all students to achieve high standards.	An analysis of classroom, school, and/or district data that describes how the data were used to inform instructional planning and implementation, including an explanation of what standards were addressed, the instructional outcomes, and steps taken when expected outcomes did not occur is not demonstrated	An analysis of classroom, school, and/or district data that describes how the data were used to inform instructional planning and implementation, including an explanation of what standards were addressed, the instructional outcomes, and steps taken when expected outcomes did not occur is demonstrated	An analysis of classroom, school, and/or district data that describes how the data were used to inform instructional planning and implementation, including an explanation of what standards were addressed, the instructional outcomes, and steps taken when expected outcomes did not occur is clearly demonstrated
5. Information on the candidates work with families and/or community groups and how work affected school or district.	Information on the applicant's work with families and/or community groups and a description of how this work affected the school district is not demonstrated.	Information on the applicant's work with families and/or community groups and a description of how this work affected the school district is demonstrated.	Detailed information on applicant's work with families and/or community groups and description, with examples, of how this the school district is clearly demonstrated.
6. Evidence of curriculum development, student assessments, or other initiatives showing involvement on school committees.	Evidence of curriculum development, student assessments, or other initiatives that resulted from the applicant's involvement on school committees is not demonstrated.	Evidence of curriculum development, student assessments, or other initiatives that resulted from the applicant's involvement on school committees is demonstrated.	Evidence of curriculum development, student assessments, or other initiatives that resulted from the applicant's exceptional contribution on school committees is clearly demonstrated.

Rubric for Evaluation of Application Portfolio

Component	Does Not Meet (0)	Meets (1)	Exceeds (2)
7. Evidence of clear organization of portfolio	The organization of the portfolio is unclear or difficult to follow.	The portfolio's organization is clear, aligned to the categories in the rubric.	The portfolio is clearly organized and easy to follow. The creator uses section headings and includes other organizational strategies to assist the reader.
8. Strong oral communication skills	Evidence of oral communication skills (e.g. listening, comprehension, vocabulary, grammatical correctness, enthusiastic, fluency) is not demonstrated.	Evidence of oral communication skills (e.g. listening, comprehension, vocabulary, grammatical correctness, enthusiastic, fluency) is adequately demonstrated.	Evidence of oral communication skills (e.g. listening, comprehension, vocabulary, grammatical correctness, enthusiastic, fluency) is amply demonstrated.
9. Written communication skills	Evidence of... <ul style="list-style-type: none"> • clear vigorous sentences; • appropriate punctuation, spelling, mechanics, and grammar; • logical, coherent paragraphs, logical transitions; • a style of writing fits the context, purpose, and audience including word choice, tone and vocabulary is not demonstrated. 	Evidence of... <ul style="list-style-type: none"> • clear vigorous sentences; • appropriate punctuation, spelling, mechanics, and grammar; • logical, coherent paragraphs, logical transitions; • a style of writing fits the context, purpose, and audience including word choice, tone and vocabulary is adequately demonstrated. 	Evidence of... <ul style="list-style-type: none"> • clear vigorous sentences; • appropriate punctuation, spelling, mechanics, and grammar; • logical, coherent paragraphs, logical transitions; • a style of writing fits the context, purpose, and audience including word choice, tone and vocabulary is amply demonstrated.
10. Strong interpersonal skills	Evidence of warmth, respectfulness, rapport, sensitivity to diversity, concern for others, and commitment is not demonstrated.	Evidence of warmth, respectfulness, rapport, sensitivity to diversity, concern for others, and commitment is adequately demonstrated.	Evidence of warmth, respectfulness, rapport, sensitivity to diversity, concern for others, and commitment is amply demonstrated.