

EL Portfolio

Your Name Here

Contact Information:

Current Professional Position:



Autobiographical Information

Photograph: (Upload a professional photograph.)

Autobiographical Information:

Educational Vision, Mission, and Beliefs that affect and guide your role as an educational leader: (You may reflect on this throughout your portfolio.)

Professional Goals:

Professional Credentials

Curriculum Vita

Create or attach your vita or resume here. If it has been previously created in another program, you can usually copy and paste it here with minor changes to layout.

A word of caution: Other word processors often embed hidden HTML code when you copy (such as Microsoft Word). Sometimes it helps to copy and paste to Notepad (under Programs, then Accessories on PCs) or a similar plain text editor which may remove most hidden HTML. If you copy and paste from Notepad into this section, you can just format the content in a matter of a few minutes (e.g., bolding certain headers, changing font size/color) using the tool bar above.

Reference Documents

The documents included in this section should be saved as web-friendly formats of PDF or JPG files. The file names should identify each attachment, for example, RecommendationLetter1.pdf. Attach the files.

Required Files:

1. Copy of transcript indicating completion of Bachelor Degree Program, scanned copy of your diploma, or summary of the completed program.
2. Advisor-approved program of study form

Philosophy

Philosophy of Instructional Leadership

Write your personal philosophy of instructional leadership. Your philosophy should identify the components of your vision for learning, your application of best practice, your influence on professional growth plans, your involvement of the community in that vision, your involvement of faculty and staff in managing the school, your incorporation of integrity and ethics in all decision-making, and how you address equity issues regarding diverse student and community groups. This philosophy should include, but not be limited to the above, be between three to five pages, written in first person, and answer the questions below:



1. What is your philosophy of educational leadership and what are influences that ground your philosophy (identify major classical philosophers, educational theorist, writers and practitioners, historical leaders, and/or personal examples (be specific, concise, and brief)?
2. Describe how your philosophy of leadership informs or affects the culture of the school and the following relationships: Relationships between administration and faculty; Faculty to faculty interaction; Faculty and student interactions? Student to student relationships; and, Leader to parent and community relationships?

3. How does your philosophy guide communication and collaboration with all stakeholders to share your vision, mission and goals for continuous improvement in teaching and learning, continuous improvement for students, and professional learning and growth?

Tennessee Instructional Leadership Standards (TILS) (Revised 2013)

Every program in the Carter and Moyers School of Education has a set of standards to which curriculum is aligned. Each candidate in the program is expected to demonstrate knowledge, skills and dispositions that reflect the understanding and application of the competencies described in the standards. The standards for the instructional leadership licensure program are the Tennessee Instructional Leadership Standards (TILS).

In individual sections below, the candidate will see the standard statement for TILS Standards A-I. Using the EDUC 596L (MEd) or EDUC 696L (EdS) syllabus as your guide, upload artifacts that reflect your understanding and application of the standard's intent to the appropriate standard section. The artifacts should be a combination of both coursework and field experience (practicum) activities.

Field Activity Artifacts

Upload the course assignments that reflect your field experiences to the appropriate standard section. The artifact(s) should be placed inside the standard section with the explanation of how the artifact demonstrates your understanding and application of the standard.

Coursework Artifacts

You are also expected to include course artifacts under the TILS standards sections that demonstrate your knowledge and skills related to the standards. You can link to LiveText documents where you have previously uploaded course assignments.

After placing in the appropriate section, explain how this document demonstrated your your understanding and application of the standard.

TILS A Standard and Indicators

Standard A: Instructional Leadership for Continuous Improvement

An ethical and effective instructional leader facilitates professional practice that continually improves student learning.

Indicators:

1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.

2. Builds capacity of educators to provide all students a rigorous curriculum, aligned with national standards.
3. Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.
4. Leads educators to develop and execute interventions to address all students' learning needs, grounded in multiple sources of data (academic, social, and/or emotional).
5. Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.

Alignment of Standards	Standards	Link to Standards
ELCC District Level Standards	1, 2, 3, 4, 5, 6	http://www.ncate.org/LinkClick.aspx?fileticket=tFmaPVIwMMo%3D&tabid=676
ELCC Building Level Standards	1, 2, 3, 4, 5, 6	http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOQ%3D&tabid=676
NETS-A	1, 2, 3, 4, 5	

Content Course Artifacts

Select one artifact/course assignment from each of your Content courses (Content courses are defined in your program of study) that demonstrates your mastery and understanding of the standard. Articulate how the particular artifact relates to the standard and has demonstrated or furthered your mastery of the competency area.

Field Experience

Upload course assignments here that reflect your Field Experience. Explain how the field experience relates to the standard.

TILS B Standard and Indicators

Standard B: Culture for Teaching and Learning

An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

Indicators:

1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.
2. Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.
3. Fosters a safe, respectful, and orderly environment for all.
4. Takes measures to actively involve families in the education of their children.
5. Models and communicates expectations for individual and shared ownership of student, educator, and school success.
6. Recognizes and celebrates improved educator and student performance related to school vision and goals.

Alignment of Standards	Standards	Link to Standards
ELCC District Level Standards	1, 2, 3, 4, 5, 6	http://www.ncate.org/LinkClick.aspx?fileticket=tFmaPVIwMMo%3D&tabid=676
ELCC Building Level Standards	1, 2, 3, 4, 5, 6	http://www.ncate.org/LinkClick.aspx?fileticket=zRZl73R0nOQ%3D&tabid=676
NETS-A	1, 2, 3, 4, 5	

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Field Experience

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TILS C Standard and Indicators

Standard C: Professional Learning and Growth

An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

Indicators:

1. Collaborates with stakeholders to communicate a clear, compelling vision for professional learning and growth.
2. Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.
3. Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.
4. Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the Tennessee Standards for Professional Learning.
5. Collaborates with others to induct, support, retain and/or promote effective educators based on evidence of student and educator outcomes.
6. Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.
7. Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.

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ELCC Building Level Standards	1, 2, 3, 4, 5, 6	http://www.ncate.org/LinkClick.aspx?fileticket=zRZl73R0nOQ%3D&tabid=676
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Field Experience

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TILS D Standard and Indicators

Standard D: Resource Management

An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

Indicators:

1. Strategically utilizes community resources and partners to support the school's mission, vision, and goals.
2. Includes a diverse set of educators and stakeholders in school improvement decisions.
3. Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy.
4. Performs all budgetary and responsibilities with accuracy, transparency, and in the best interest of students and staff.

Alignment of Standards	Standards	Link to Standards
ELCC District Level Standards	1, 2, 3, 4, 5, 6	http://www.ncate.org/LinkClick.aspx?fileticket=tFmaPVIwMMo%3D&tabid=676
ELCC Building Level Standards	1, 2, 3, 4, 5, 6	http://www.ncate.org/LinkClick.aspx?fileticket=zRZl73R0nOQ%3D&tabid=676
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Field Experience

Upload course assignments here that reflect your Field Experience. Explain how the field experience relates to the standard.

NETS-A Standards

1. Visionary Leadership

Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

- a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
- b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
- c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. Digital Age Learning Culture

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

- a. Ensure instructional innovation focused on continuous improvement of digital-age learning
- b. Model and promote the frequent and effective use of technology for learning
- c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
- d. Ensure effective practice in the study of technology and its infusion across the curriculum
- e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

3. Excellence in Professional Practice

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

- a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
- b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology
- c. Promote and model effective communication and collaboration among stakeholders using digital age tools
- d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. Systemic Improvement

Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

- a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
- b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
- c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
- d. Establish and leverage strategic partnerships to support systemic improvement
- e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. Digital Citizenship

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

- a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
- b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology
- c. Promote and model responsible social interactions related to the use of technology and information
- d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

Technology Artifacts

Select artifacts/course assignment that demonstrate your mastery and understanding of **each** of the NETS-A standards. Articulate how the particular artifact relates to the standard and has demonstrated or furthered your mastery of the competency area. Upload or link to the artifact in this section. If you have uploaded the artifact previously to an assignment in LiveText, use the Timeline or Gallery button in the Showcase and link to the artifact or document. Clearly show to which standard each artifact/document is related.

Research Artifacts

Select artifacts/course assignment that demonstrate your mastery and understanding of how to leaders use and apply research in their leadership roles. Articulate how the research artifacts relate to leadership and research. Upload or link to the artifact(s) in this section. If you have uploaded the artifact previously to an assignment in LiveText, use the Timeline or Gallery button on the toolbar and link to the artifact or document. Research is referred to directly or indirectly throughout the TILS, ELCC, and NETS-A standards.

Comps (Masters Degree Program Only)

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