

(IL) Licensure Portfolio

Tab/Page I - Contact Information

Provide the information requested on each line. Delete the prompt (i.e., name, position, etc.) and insert your information in place of the prompt. When you have completed the final draft, delete these instructions.

Name
Current Position
Resident Street Address or P. O. Box
City, State, Zip
Phone Numbers: Resident, Cell, and Work
LMU Email
District Name
District Street Address
District City, State, Zip

School Name
School Street Address
School City, State, Zip
LMU Faculty Mentor: _____
School Advisor: _____

Tab/Page II - Introduction

Autobiographical Information

Photograph: (Upload a professional-looking photograph by clicking on the attachment area below.)

Professional Autobiography (Introduction):

Leadership Vision:

Mission:

Beliefs:

Professional Leadership Goals:

Tab/Page III - Professional Credentials

Curriculum Vita

Post your [curriculum vita \(CV\)](#) here: (Note - If it has been created in another program, you can usually copy and paste it here with minor changes to the layout.)

Reference Documents

The documents included in this section should be saved as web-friendly formats of PDF or JPG files. Save the attachment with the same file name as listed below including the number at the beginning of the file name (RecommendationLetter1.pdf.). Insert the attachments in the order that they are listed below. Attach the files using the attachment area below. Files are uploaded to this section and also saved

in the File Manager area of LiveText, after you insert files into this and any LiveText section. Please leave the list of Required Files in this section even when you submit the final completed portfolio. Include a short narrative description of the contents of the section.

Required Files:

- Recommendation as stated in each partnership agreement
- Copy of Current Teacher License
- State Verification of Experience form showing a minimum of 3 years of teaching experience
- Copy of Most Recent Performance Appraisal
- Current Professional Development Plan
- Licensure Admission Portfolio Acceptance Form
- Interview Form

Tab/Page IV - IL Philosophy

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 stakeholders 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 the first person, and answer the questions below:

1. What is your personal philosophy of educational leadership (not only your educational philosophy) and what are influences that ground your philosophy (identify major classical philosophers, educational theorists, 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?

TILS CONTENT ASSIGNMENT AND ARTIFACT DIRECTIONS:

Every program in the Carter & Moyers School of Education has a set of standards to which the 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 primary standards for the instructional leadership licensure program are the Tennessee Instructional Leadership Standards (TILS). The International Society for Technology in Education (ISTE.A) standards for administrators have been adopted by the LMU Instructional Leadership Licensure Program faculty. The ISTE standards are aligned to the TILS and must be addressed.

In the individual sections below, the candidate will see the standard statement for TILS Standards A-D. Using the LMU Leadership Licensure Program Handbook and course syllabi as guides, upload artifacts (at least 2 per standard) that reflect your understanding and application of the standard's intent to the appropriate standard section. The artifacts will be coursework assignments.

Select course assignment artifacts from each of your content courses. Content course artifacts may be selected from any Instructional Leadership (IL), Curriculum & Instruction (CI), or Education (EDUC) course that demonstrates your mastery, understanding, and application of the standard. Articulate how the particular artifact relates to the standard. A helpful hint is that each course syllabus identifies the primary standard(s) related to that course.

The area between topics will expand as you type. Insert, or link, to the artifact in this section. While an artifact may relate and may be used for more than one standard, a separate narrative to describe the relationship to the standard is required. **DO NOT JUST DUPLICATE THE SAME ASSIGNMENTS FOR EVERY STANDARD.**

Please post the first content course artifact as text in this section, as well as completing the information below. If the artifact is several pages, please paste the introduction or summary of the artifact here. The goal is for the candidate to address all the standards and multiple indicators as follows:

- ASSIGNMENT ONE: Course Name and Number:
- Name of Assignment One:
- Relate to the Standard and Indicators Addressed:
- ASSIGNMENT TWO: Course Name and Number:
- Name of Assignment Two:
- Relate to the Standard and Indicators Addressed:

Tab/Page V - TILS A Content Assignments

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 the 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.

Tab/Page VI - TILS B Content Assignments

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.

Tab/Page VII - TILS C Content Assignments

Standard C: Professional Learning and Growth

An ethical and effective instructional leader develops the 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.

Tab/Page VIII - TILS D Content Assignments

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.

Tab/Page IX - Technology ([ISTE Standards for Administrators](#))

Under each standard for the ISTE Technology Standards for Administrators, the candidate is to select a minimum of one indicator and document his/her proficiency in the area. Please list the standards and indicators in the order presented above (for example, 1.a.). Name the activity or program being addressed to demonstrate your proficiency in the appropriate section. State your goal for the selection of this technology and involvement. Put your documentation in each Technology Standard section as an attachment. You can place all attachments in the attachment area at the bottom of the page.

ISTE Standards for Administrators--Standard 1 Visionary Leadership

Educational Administrators inspire and lead the 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 the use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize the 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 the implementation of a technology-infused vision and strategic plan

Insert at least one artifact here, either a content assignment or field experience artifact that demonstrates how you would, as an instructional leader, use technology to promote and share visionary leadership. This may have been used to address another standard.

ISTE Standards for Administrators--Standard 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

Insert at least one artifact here, either a content assignment or field experience artifact that demonstrates how you would, as an instructional leader, create, promote, and sustain a dynamic, digital-age learning culture for all students. This may have been used to address another standard.

ISTE Standards for Administrators--Standard 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

Insert at least one artifact here, either a content assignment or field experience artifact that demonstrates how you would, as an instructional leader, "promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources." This may have been used to address another standard.

ISTE Standards for Administrators--Standard 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

Insert at least one artifact here, either a content assignment or field experience artifact that demonstrates how you would, as an instructional leader, "provide digital age leadership and management to

continuously improve the organization through the effective use of information and technology resources." This may have been used to address another standard.

ISTE Standards for Administrators--Standard 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

Insert at least one artifact here, either a content assignment or field experience artifact that demonstrates how you would, as an instructional leader, "model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture." This may have been used to address another standard.

TILS FIELD ACTIVITIES DIRECTIONS

DIRECTIONS:

Practicum Hours: The practicum requires a minimum of 100 hours of diverse field experience activities. Fifteen of those hours are spent shadowing an administrator.

Shadowing an Administrator: Each candidate will shadow an administrator for a minimum of 15 hours (70 hours of leadership activities + 15 hours of a capstone/school improvement project + 15 hours shadowing an administrator = 100 total practicum hours).

Clearly explain, in the section, which Practicum Field Activities reflect the required hours of shadowing an administrator. This is part of your required field experience hours. Insert at least one field experience artifact that represented some of the activities you engaged in for this field experience standard. Include the appropriate artifact from the activity as well as the Field Experience Activity Plan/Reflection form.

Tab/Page X - TILS A Field Experience Activities

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 the 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.

Tab/Page XI - TILS B Field Experience Activities

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.

Tab/Page XII - TILS C Field Experience Activities

Standard C: Professional Learning and Growth

An ethical and effective instructional leader develops the 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.

Tab/Page XIII - TILS D Field Experience Activities

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.

Tab/Page XIV - Research Artifacts (Action Research)

Select course assignments, or field experience artifacts, that describe how research and data can inform your decision-making as an instructional leader. Some examples are action research, literature reviews, research proposals, research projects, and analytical data, etc.

Insert or link to the artifact(s) in this section. If you have uploaded the artifact previously to an assignment template in the previous version of LiveText, you must copy and paste from the previous Livetext. If you are a Master's degree program (MEd) candidate, you will have at least one, or more, research artifacts. If you are an Education Specialist's degree program (EdS) candidate, you will have at least two, or more, research artifacts.

Tab/Page XV - Practicum/Mentoring Logs

- **Log of Practicum Hours**
- **Practicum Activity Reflection forms and artifacts**
- **Log of Mentor Contacts**