

Licensure Portfolio

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, Work Email, and Resident Email
District Name
District Street Address
District City, State, Zip

School Name
School Street Address
School City, State, Zip
LMU Faculty Advisor:
LMU Mentor: Dr. David Cook
School Advisor:
LMU Faculty Chair:

Autobiographical Information

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

Autobiographical Information: Narrative format.

Write your Leadership Vision, Mission, and Beliefs below that guide your role as an instructional leader: (Reflect on this throughout your portfolio.)

Leadership Vision:

Mission:

Beliefs:

Professional Leadership Goals:

Curriculum Vita

Post your curriculum vita or resume here. If it has been created in another program, you can usually copy and paste it here with minor changes to 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. Insert the attachments in the order that they are listed below. RecommendationLetter1.pdf. 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. A short narrative description of the contents of the section is helpful.

Required Files:

Recommendation as stated in each partnership agreement

Copy of Current Teacher License

Tennessee 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

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 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 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 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?

Course Content Assignment Directions

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 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. They are aligned to the TILS and must be addressed also.

In 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 that reflect your understanding and application of the standard's intent to the appropriate standard section. The artifacts will be coursework assignments.

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 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.

Content Course Artifacts

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. A minimum of two course assignments per standard is required.

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 introduction or summary of 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:

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.

Content Course Artifacts

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. A minimum of two course assignments per standard is required.

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

TILS C Content Assignments

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.

Content Course Artifacts

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. A minimum of two course assignments per standard is required.

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- 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:

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.

Content Course Artifacts

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. A minimum of two course assignments per standard is required.

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

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 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

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.

Research Artifacts

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.

Field Experience Activities 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 and administrator for a minimum of 15 hours (85 hours of leadership activities + 15 hours shadowing an administrator = 100 total practicum hours).

Clearly explain, in this section, which Practicum Activity Guide/Reflection files reflect the required hours of shadowing an administrator. This is part of your total required field experience hours.

DIRECTIONS:

The candidate is to include artifacts of each field experience activity representing each standard in the appropriate standard section below. The first activity document should be put in the section box in full text. Any additional activities per standard may be full text or an attachment. Under each activity the candidate is to complete a field experience activity guide and attach it to the appropriate section.

Save the document below to your computer. Open this document for each field activity and save the completed form with a different file name. Do not alter the original.

ATTACHMENTS

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 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.

Field Experience Artifacts

Insert Standard A field experience artifacts here. Multiple artifacts are required. At least one artifact should be placed here as text and other artifacts should be attached. Below each activity artifact, attach a completed Field Experience Reflection Guide.

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.

Field Experience Artifacts

Insert Standard B field experience artifacts here. Multiple artifacts are required. At least one artifact should be placed here as text and other artifacts should be attached. Below each activity artifact, attach a completed Field Experience Reflection Guide.

TILS C Field Experience Activities

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.

Field Experience Artifacts

Insert Standard C field experience artifacts here. Multiple artifacts are required. At least one artifact should be placed here as text and other artifacts should be attached. Below each activity artifact, attach a completed Field Experience Reflection Guide.

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.

Insert Standard D field experience artifacts here. Multiple artifacts are required. At least one artifact should be placed here as text and other artifacts should be attached. Below each activity artifact, attach a completed Field Experience Reflection Guide.

Field Experience Artifacts

Logs

Log of Practicum Hours

A blank form is attached below for you to complete documenting your field experience hours. You will have to scan the completed form after you obtain the principal's signature and then attach the signed form to this section.

Log of Mentor Contacts

Candidate and Mentor should document all contacts and briefly summarize issues or topics discussed. You will have to scan the completed form and attach to this section.

Future Professional Development Plan

The Candidate develops a future development plan to ensure extension and renewal (Up to Date) of Instructional Leadership skills acquired through completion of the MEd/EdS Licensure Program which included a 100 hour Practicum. Be specific with skills addressed and selection of activities/training identified.