

College of Education



**Instructional Leadership
Portfolio &
Interview
Guidelines**
for
Master's Degree and
Reduced Hour Option

Admission to the Instructional Leadership Program Master's Degree Program and Reduced Hour Option requires the completion of an electronic portfolio and individual interview.

Electronic Portfolio (70 points)

Applicants should create an electronic portfolio that includes the items listed below. The portfolio should include the following items.

1. **Recommendations:** Provide three letters of recommendation, one of which must come from your principal or supervisor. These documents can be scanned copies of original letters. (5 points)
2. **Performance Evaluation and Professional Development:** A completed copy of a recent professional evaluation, professional growth/development plan, and a written reflection in which you discuss the professional development activities completed as part of your growth/development plan. Again, scanned copies of original documents are acceptable. (10 points)
3. **Ability to Impact Student Learning:** Provide two examples of your ability to improve student learning. Each example should address the items below. (30 points)
 - Describe the learning activity in detail.
 - Identify the standard(s) met by the task – AL Course of Study, local curriculum guides, professional organization standards, standardized test outcomes, etc.
 - Describe how you assessed student learning associated with the task.
 - Describe what successful students were able to do as a result of your teaching. Include thoughts about what techniques (“tricks of the trade”) you used that facilitated their success. What could you do to push successful students even further in terms of their higher-level thinking and problem-solving ability?
 - Describe what struggling students were able to do as a result of your teaching. What were some common mistakes, misconceptions or misunderstandings among students? Was remediation provided? If so, describe. What could you do differently in the future to ensure greater success for struggling students?
 - In general, what does this example suggest about your own teaching effectiveness and your ability to be an Instructional Leader?
4. **Leadership and Management Ability:** Provide three (3) examples that demonstrate your leadership and management potential. Examples should include leading or managing a specific task or committee work for a school or district. Briefly describe how you became a leader in each situation. How did others respond to your leadership? (15 points)
5. **Leadership Platform:** Provide a statement (two page maximum, double-spaced) of beliefs about education and leadership – a platform of sorts. The statements should be formatted like a statement of philosophy for teaching, i.e., “*I believe that...therefore, I will.*” (5 points)

6. **Program Expectations:** Provide a statement (one page maximum, double-spaced) of what you hope to gain from the Instructional Leadership preparation program. What is your 3-5 year professional goal? In other words, what do you hope to do with your degree or credentials? (5 points)

NOTE: The portfolio should be complete, professional in appearance, free of grammatical and mechanical errors, and easily accessible for reviewers.

The contents of the portfolio will be reviewed and scored jointly by university faculty members and LEA representatives. The portfolio will count for 70 points toward admission into the program. A minimum score of 60 is required.

Admission Interview (30 points)

Applicants will be contacted regarding a date and time for the admission interview. Interviews will be conducted jointly by university faculty members and LEA representatives. The admission interview will count 30 points toward admission into the program. A minimum score of 20 is required.

The interview is designed to assess:

- Professional communication skills
- Use of correct grammar
- Understanding of the role of an instructional leader
- Commitment to the ideals of leadership embodied in the UM program

Enrolling in Classes

Upon admission students will be assigned an advisor in the Instructional Leadership program. Correspondence (via face-to-face meeting or email) with your advisor is required prior to registration for classes.

Students who are pursuing a **Master's Degree (30 hours)** and who have complete files (e.g. experience forms, current teaching certificate, GRE/MAT scores-if necessary) will be able to enroll in the following "foundations" classes prior to formal admission to the IL program:

- EDF 526 Assessment and Data Analysis for Instructional Improvement
- EDF 540 Applied Educational Research
- EDF 620 Social and Multicultural Foundations

Students are not allowed to take Instructional Leadership core courses (EDL) prior to formal admission.

- EDL 577 Technology for School Leaders
- EDL 593 Leadership, Collaboration, & Mentoring
- EDL 594 Curriculum & Instructional Leadership
- EDL 595 Public Relations, Community Resources, & Ethics
- EDL 596 Fiscal and Non-Fiscal Resources for Instruction
- EDL 597 Legal Issues, Diversity, and Human Resources
- EDL 599 Residency and Capstone Seminar (internship; comps required prior)
- SPED 507 is required if not previously completed

Students who are pursuing the **Reduced Hour Option (18 hours)** and who have complete files (e.g. experience forms, current teaching certificate, evidence of master's degree) will not be allowed to take Instructional Leadership core courses (EDL) prior to formal admission to the IL program.

EDL 593 Leadership, Collaboration, & Mentoring

EDL 594 Curriculum & Instructional Leadership

EDL 595 Public Relations, Community Resources, & Ethics

EDL 596 Fiscal and Non-Fiscal Resources for Instruction

EDL 597 Legal Issues and Human Resources

EDL 599 Residency and Capstone Seminar (internship; comps required prior)

SPED 507 is required if not previously completed

Note: Beginning fall 2018, RHO students will also be required to take a one-hour diversity course bringing the option to 19 hours.