Engaging Students in the Use of e-Portfolios Inside and Outside of the Classroom

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UNIVERSITY of **HOUSTON** | EDUCATION

UH College of Education

Department of Educational Leadership and Policy Studies

K-12 Professional Leadership (ProLead)

Masters Degree Program

Doctoral Degree Program

Presentation Objectives

- Program and Course Standards Alignment

- Development of Critical Standards-Based, Authentic Assessments

- Measuring and Reporting Student Outcomes

- Program Improvement / Internal & External Reviews

- Student ePortfolios

2016 Program Review

- Are we adequately covering state, national, accreditation standards in our programs of study?

- How are we measuring and reporting on student mastery of critical standards?

- Are student assessments and internships focused on real-world applications of learned knowledge and skills?

- Are students able to save and apply their course projects and products inside and outside of the classroom?
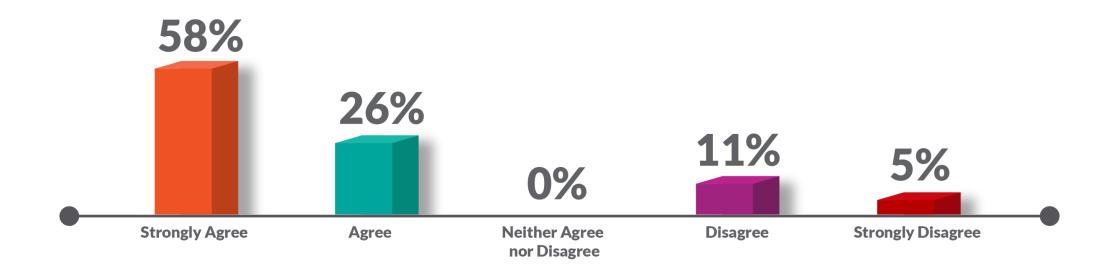
Graduate Survey

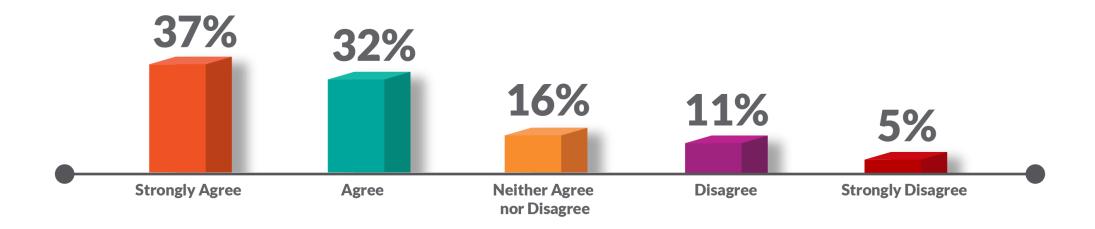# Graduate Survey

ProLead Masters Program Graduates (2013-2016)

To what extent do you agree or disagree with the following statement?

The program provided a coherent learning experience.

58% Strongly Agree

26% Agree

0% Neither Agree nor Disagree

11% Disagree

5% Strongly Disagree

UCEA Inspire Graduate Survey

Graduate Survey

ProLead Masters Program Graduates (2013-2016)

The program was challenging and intellectually stimulating?

37%	32%	16%	11%	5%
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

UCEA Inspire Graduate Survey
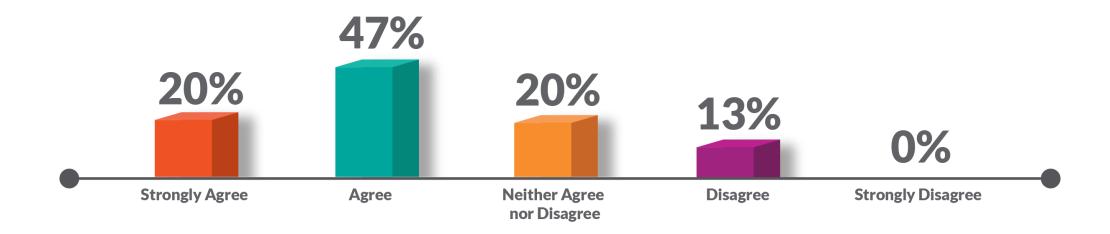
Graduate Survey

ProLead Masters Program Graduates (2013-2016)

My internship experience was an excellent learning experience for becoming an educational leader.

20%	47%	20%	13%	0%
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

UCEA Inspire Graduate Survey

Program Improvement Goals (2016)

- Align coursework to state, national, accreditation standards

- Develop authentic assessments and rubrics aligned to critical standards

- Collect data on student assessment outcomes by student, course, cohort, and program levels

- Utilize data for continuous program improvement

- Facilitate development of student ePortfolios

Program & Course Alignment

Course Alignment with State TEXES Principal Certificate Standards,
ELCC Educational Leadership Standards, and
Council for the Accreditation of Educator Preparation (CAEP) Standards

COURSE	TEXES PRINCIPAL CERTIFICATE STANDARDS	ELLC STANDARDS	CAEP STANDARDS
ELCS 6301 **Leadership for Equity in Diverse Schools** **Course Description** This course is designed to examine leadership competencies that focus on and enhance social justice, equity, and academic scholarship in diverse school environments. Current research in turnaround leadership, dynamics of failing schools, and leadership coaching for instructional improvements will be explored, analyzed, and reflected upon. Course work will provide opportunities for self-reflection in areas of personal leadership and ethical beliefs. **Course Objectives** Upon completion of this course, students will be able to: 1. Identify, reflect upon, and articulate ethical beliefs and values; 2. Shoulder the roles and functions of school leadership related to decision making that impacts equity; 3. Understand and apply various leadership practices, beliefs, and theories that are associated with student achievement;	The principal: (c)(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff; (c)(2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research; (c)(3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings; (c)(4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs; (c)(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;	ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders. ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. ELCC 1.2: Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. ELCC 1.3: Candidates understand and can promote continual and sustainable district improvement. ELCC 1.4: Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.	Standard A.1 - The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards. Candidate Knowledge, Skills, and Professional Dispositions A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through: • Applications of data literacy; • Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies; • Employment of data analysis and evidence to develop supportive school environments;

Program & Course Alignment

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4. Articulate personal understanding of the quality of schooling they wish to achieve for the school community; 5. Apply human relations skills in interacting effectively with others; 6. Analyze and solve problems using appropriate decision making techniques; 7. Understand and support a learning environment with faculty through appropriate research discussions; and 8. Explain the development of leadership theories and their impact on organizational development and behaviors that impact social justice in an urban context. **Critical Standards Project:** The student will complete a curriculum audit in a school with a focus on providing equal learning opportunities for all students ensuring social justice, equity, and academic scholarship.	(c)(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards; (c)(7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations; (c)(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement; (c)(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap; (c)(10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and (c)(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.	ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning. ELCC 3.1: Candidates understand and can monitor and evaluate district management and operational systems. ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources within the district. ELCC 3.3: Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. ELCC 3.4: Candidates understand and can develop district capacity for distributed leadership. ELCC 3.5: Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.	• Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; • Supporting appropriate applications of technology for their field of specialization; and • Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

Critical Standards Project

ELCS 6301 Leadership for Equity in Diverse Schools

Critical Standards Project:

The student will complete a curriculum audit in a school with a focus on providing equal learning opportunities for all students ensuring social justice, equity, and academic scholarship.

Assessment Rubric Development

- Align specific program/course standards to each critical standards project assessment

- Align College of Education goals to critical standards assessments (technology competency, scholarship, application of social justice/equity, oral presentation skills, etc.)

Measuring & Reporting Outcomes

- Collect data on student outcomes (standard, student, course, cohort, program levels)

- Use data for internal course / program improvement
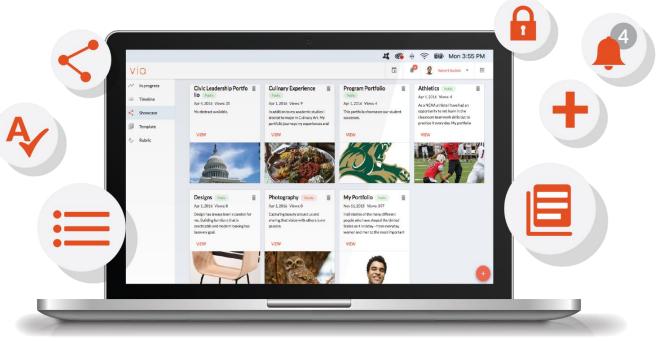
- Use data for external State / accreditation reviews

Student ePortfolios

- Collect authentic student assessment projects in an individual student ePortfolio

- Provide training for students to customize and enhance their own student ePortfolios

- Provide training for students in utilizing ePortfolios for interview and professional work applications

Program Surveys

- Continue to survey program participants and
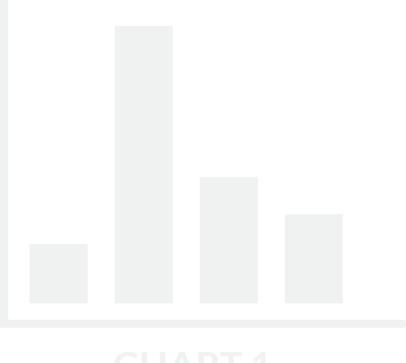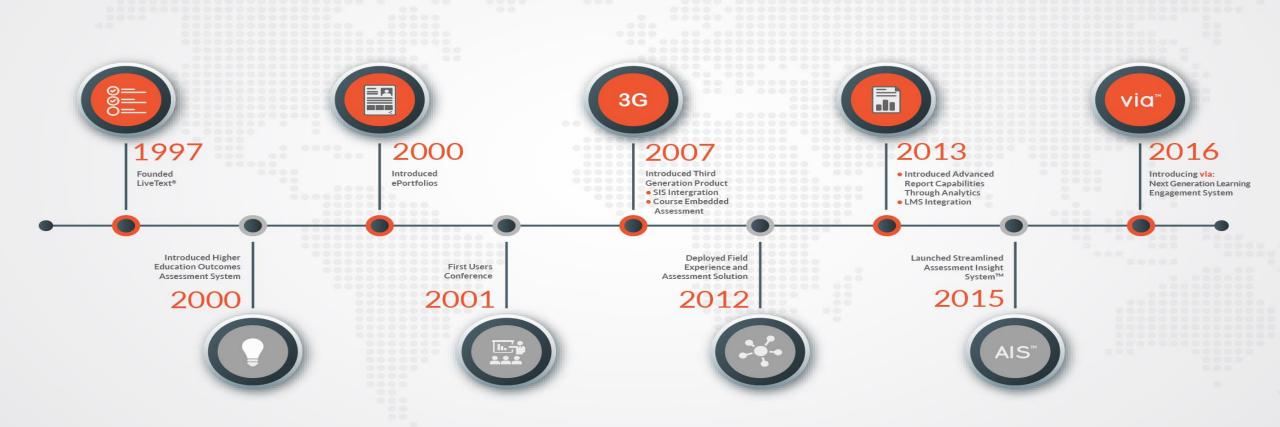
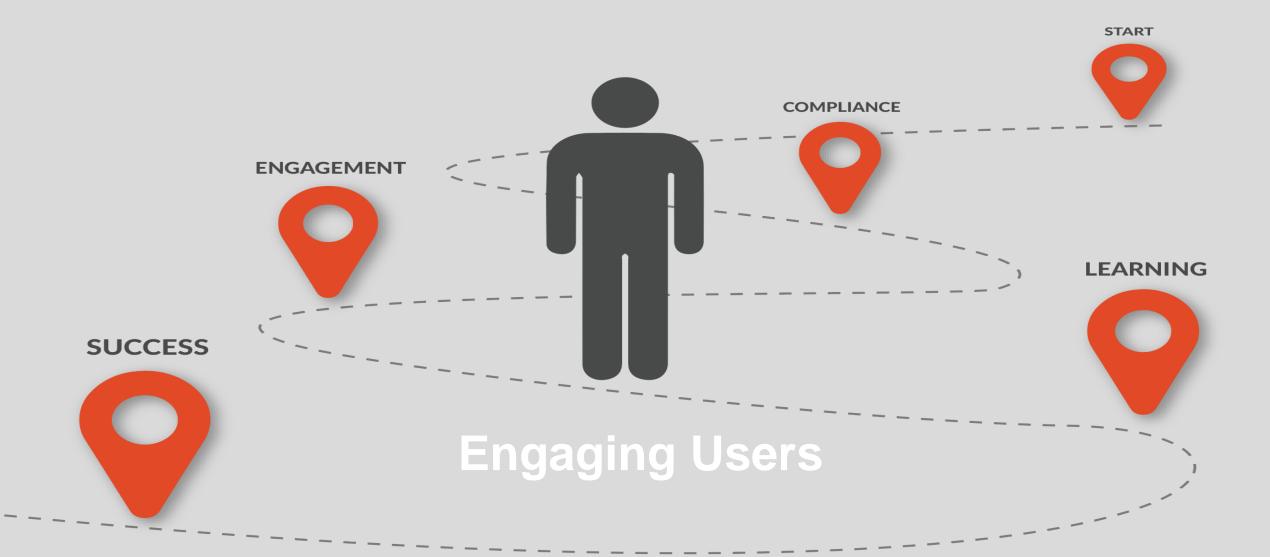- stakeholders on program effectiveness
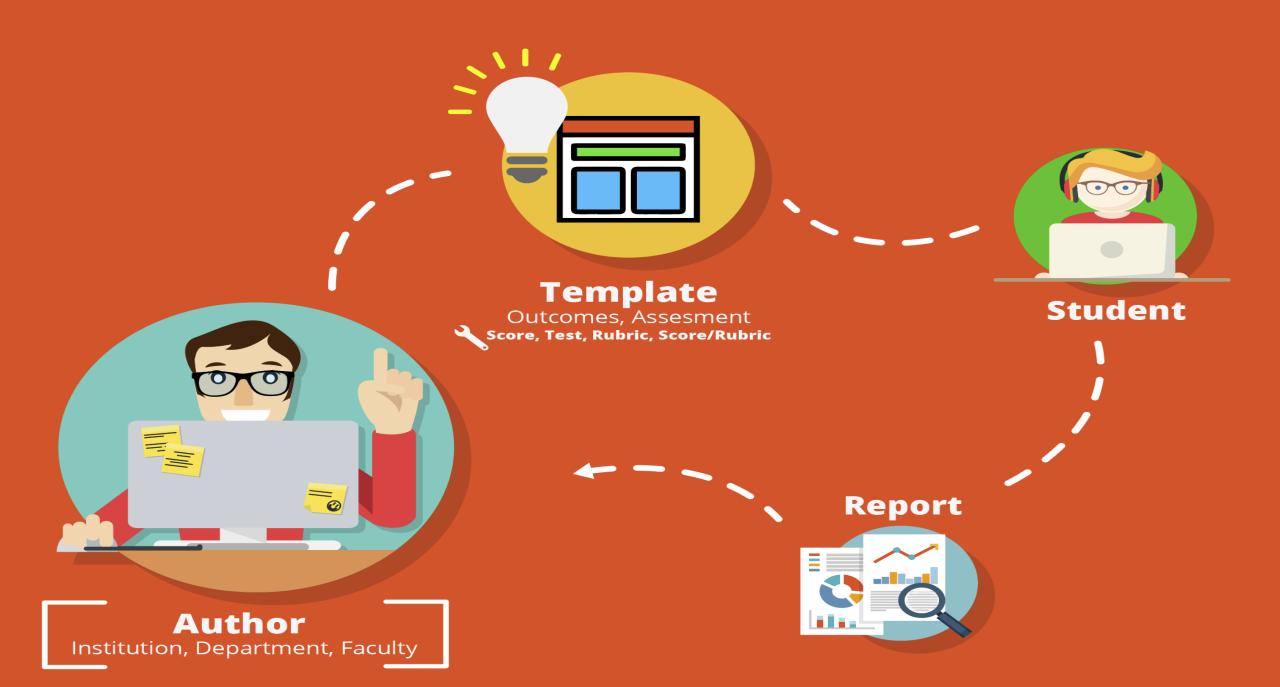
CHART 1

LIVETEXT® | TIMELINE

1997
Founded
LiveText®

2000
Introduced Higher
Education Outcomes
Assessment System

2000
Introduced
ePortfolios

2001
First Users
Conference

2007
Introduced Third
Generation Product
- SIS Intergration
- Course Embedded
  Assessment

2012
Deployed Field
Experience and
Assessment Solution

2013
- Introduced Advanced
  Report Capabilities
  Through Analytics
- LMS Integration

2015
Launched Streamlined
Assessment Insight
System™

2016
Introducing **via**:
Next Generation Learning
Engagement System

3G

via™

AIS™

Our Journey

PORTFOLIO

COMPLIANCE

Template
Outcomes, Assesment
Score, Test, Rubric, Score/Rubric

Student

Report

Author
Institution, Department, Faculty

Workflow

Peer

Self

Professor

Third Party

Template
Outcomes, Assessment
Score, Test, Rubric, Score/Rubric

Report

Questions and Answers