**Portfolio Executive Summary**

The executive summary is just something Jim Latham developed as an aide for students. It is a brief summary of your work meant to capture succinctly the highlights of the program for you. Although we have not developed a specific rubric or set of criteria (but see point 4 regarding criteria), these suggestions might be of help:

1. **Most important principle: This summary is meant for you. Jim came up with the idea because he thought it would help students boil down the portfolio (which is really just a big binder housing all the artifacts from the two years: assignments, reflections, photos, etc.) and presentation into something short and meaningful—a distillation of everything important. It is the answer to the questions:**
	1. **What did you most get out of this program?**
	2. **What has this journey meant to you?**
	3. **Who are you now as a result of this journey and what does leadership mean to you?**

**The executive summary (ES) is the equivalent, in written and/or graphic form, of the ’30-second elevator speech’ you would give if someone asked you these questions.**

1. Length: Can vary. Anywhere from 2-10 pages, depending on how you format the summary (i.e., whether you have images, large type, etc.). Make it long enough to say (briefly and powerfully) what you want to say … and no more. Again, you are doing this for yourself, not to please any of us in any particular ways. We just want to see that the program has been meaningful and valuable to you.
2. The ES *can* cover the 9 areas mentioned in the portfolio review, but it does not have to. At a minimum, it should offer answers to the questions above and *perhaps* the following questions:
	1. How have you grown in the program? In what ways or dimensions (consider LPI scores, for example)? What were the most meaningful experiences and what do those experiences tell us about good education?
	2. What is your vision or mission?
	3. How would you define educational leadership—what are its dimensions and standards for you? What are the most important elements of leadership for you?
	4. In a nutshell, what is your philosophy of education (again, the 30-second speech)? What are the aims of education? What should we teach (curriculum)? How can we best teach (pedagogy)? How can we best evaluate student learning (assessment)? How do we treat our students and colleagues fairly and ethically and so avoid doing harm (ethics)?
	5. Briefly, what did you learn from your research project/thesis?
	6. What, briefly, did you learn from doing your internships?
	7. Are there any readings, authors, statements that really stood out for you? Include them and add a very brief comment as to why the passage(s) or author(s) was/were so important to you. How do these words inform your vision and mission?
3. With respect to criteria we would bring to an ‘evaluation’ of the ES, these would serve:
	1. The student includes the above areas that are personally meaningful.
	2. The student presents the items in #1 and #3 succinctly and creatively in a fashion that is easily understood. Use of graphics is encouraged but is *not* mandatory. But if you just use text, do so creatively.
	3. The student’s passion and strong interests are clearly evident.
	4. The student presents an overall, comprehensive, and integrated/connected portrait of her- or himself as an educator, as a scholar, and as a person.

Again, I cannot stress strongly enough that this exercise is meant for you. Only include what is really important and meaningful to you.  It is a snapshot of you as and educator and educational leader that you could present, for example, to a principal, district leader, or someone who does not know you as a way of saying “This is me as an educator, as an educational leader.” There are no specifics to the criteria above because you are the one who should develop them, based on what is important to you.