**Portfolio—Leadership in Education**

The portfolio is designed to serve a number of purposes:

* **To serve as a collection of your program assignments, notes, artifacts, and mementos** from the courses and your experiences in the program (including experiences outside of the class). In these capacities, the portfolio serves as a repository to which you can return for information and inspiration. The “Checklist for Portfolio Leadership” file gives you an indication of what documents *could* go into the portfolio; not that the checklist includes all aspects of the program and that there is an overall focus on leadership. The portfolio is designed to give you an opportunity to reflect on what educational leadership means to you and how you manifest leadership personally, professionally, and academically, and in what ways you would like to develop as a leader.
* **To serve in helping you integrate your learning in the program.** The portfolio is far more than just a collection of assignments and artifacts. Putting the portfolio together is meant to help you reflectively consolidate and integrate your learning, just as you do in the EEA 545 class. It should serve as will be assessed as a reflective space for you. It should include written reflections on various aspects of the courses and experiences and/or an overall reflective essay about what you learned and who you are becoming. These reflections can, of course, be embellished by various forms of artistic expression—photos, images, video, audio. As well, your executive summary (see below) will serve to encapsulate your learning.
* As part of the reflective and integrating process, the portfolio and your portfolio presentation both serve to **allow you to express how and to what degree you have met the CityU Learning Goals and the Program Learning Outcomes**, which are listed below. The portfolio should include reflections on these learning goals and outcomes and the degree to which you feel you have accomplished them. The reflections should cover what you have learned from the program and your experiences in it. The reflections should address how you have developed as a professional, as a scholar, and as individual; they should illustrate the various dimensions of learning (e.g., Gardner’s work on multiple intelligence): intellectual, emotional, interpersonal, aesthetic, somatic/kinesthetic, ethical, and spiritual.
* **To serve as a creative expression of your learning.** Do not hesitate to be creative and imaginative in ways that suit you! There is no single ‘correct’ version of a good portfolio. The portfolio should reflect you as a person, an educator, and a scholar. The portfolio is there to serve you; you are not the servant of the portfolio.
* As part of your portfolio package (but as a separate document), you will create an “**Executive Summary**” that in a few pages encapsulates your learning in the program. See the “Portfolio Executive Summary” file. This file is a part of the reflective process of the portfolio.

**Portfolio Format**

The portfolio can be a **digital** or **hard-copy** (in a binder or collated in some fashion) collection of all your course/program notes, assignments and artifacts (artifacts include photos, drawings, video, audio, or any other such artistic expression of learning). You can organize the material by course, or in any way that makes sense to you and should include reflections on each course and/or an overall, substantive reflection on the program and your experiences in it.

A number of students have created digital portfolios using online blogging programs such as WordPress or Weebly (there are a number of other programs, and you are welcome to choose the platform that best suits your needs). We recommend this approach (it also helps you develop your digital literacy skills), but it is not required. These online programs are very versatile and easy to use. WordPress is a bit more sophisticated than Weebly, but both serve well and give very professional results. One can learn how to use Weebly in a few hours, and the tech folks at your school can be of assistance. If you do decide to create a web-based portfolio, you must give the URL and any password to your supervisor or the program coordinator and keep the site active until you complete the program, including your thesis or capstone project. (We would suggest using a password and keeping the site active indefinitely for your own personal use and professional development.) City University staff will not share your site address, password, or contents with anyone else without your written consent.

If you create a hard-copy binder for your portfolio, you will bring it with you to the portfolio presentation after the final course. The panel members will review the portfolio and return it to you. If you create an online portfolio, you can review it as part of your presentation (see presentation documentation).

**City University Learning Goals**

City University Learning Goals (CULGs) represent the critical competencies necessary to be successful in today's workforce and in today’s world. In addition to program learning outcomes that demonstrate knowledge and skills for an area of study, CityU students are expected to demonstrate mastery of the City University Learning Goals upon graduation. These learning goals are practiced extensively across the curriculum and within the context of progressively more challenging problems, projects, and standards.

**City University of Seattle graduates exhibit professional competency and a sense of professional identity.**  
Our graduates bring to the workplace the knowledge and skills intrinsic to success in their professions. They understand the basic values and mission of the fields in which they are working. They are able to use the appropriate tools to facilitate their work and are able to demonstrate understanding through practical application.

**City University of Seattle graduates have strong communication and interpersonal skills.**  
City University of Seattle graduates are able to communicate effectively both orally and in writing. They are able to interact and work with others in a collaborative manner as well as to negotiate difficult interpersonal situations to bring about solutions to problems that benefit all involved.

**City University of Seattle graduates demonstrate critical thinking and information literacy.**  
City University of Seattle graduates are able to think critically and to reflect upon their own work and the larger context in which it takes place. They are able to find, access, evaluate, and use information in order to solve problems. They consider the complex implications of actions they take and decisions they make.

**City University of Seattle graduates demonstrate a strong commitment to ethical practice and service in their professions and communities.**  
City University of Seattle graduates take responsibility for their own actions and exhibit high standards of conduct in their professional lives. They are aware of the ethical expectations of their profession and hold themselves accountable to those standards.

**City University of Seattle graduates demonstrate diverse and global perspectives.**  
City University of Seattle graduates embrace the opportunity to work collaboratively with individuals from a variety of backgrounds, and to learn from the beliefs, values, and cultures of others. They realize that varied viewpoints bring strength and richness to the workplace. City University of Seattle graduates demonstrate an awareness of the interrelation of diverse components of a project or situation.

**City University of Seattle graduates are lifelong learners.**  
In a world where knowledge and skills must be constantly updated, City University of Seattle graduates are inquisitive and self-directed in seeking out ways to continue learning throughout their lifetimes.

**Leadership in Education—Program Learning Outcomes**

Beyond the six CityU learning outcomes listed above—but related to them—is a collection of specific skills, approaches, and attitudes that serve as leadership foundations. All assessments in each of the courses are linked to the program learning outcomes, which in turn are linked to the CityU learning outcomes, providing a comprehensive, integrated approach to understanding and applying leadership principles and practices

1. **School Leadership as a Profession**—Understands and develops the leadership skills needed to promote educational reform and successfully lead school initiatives.
2. **Ethical and Legal Issues in School Leadership**—Develops professional ethics to include knowledge of legislation and accountabili**t**y issues.
3. **Research and Inquiry**—Promotes program improvement and accountability based on in-depth knowledge of research and inquiry.
4. **Data-driven Decision Making*—***Finds and accesses research and best practices to inform own practice; applies data-driven decision-making to the development and assessment of programs and communicates results to various audiences.
5. **Multicultural and Diversity Awareness**—Works effectively with diverse students, families, and colleagues.
6. **Career Planning & Goal Setting**—Appropriately uses a variety of vocational and career assessment instruments for career development.
7. **Assessment Techniques**—Selects, applies, and interprets a variety of appraisal and assessment techniques for a diverse population.
8. **Communication and Counselling Skills**—Uses communication and counseling skills to work well with professional colleagues, parents, and community members to enhance student success.