

**EASTERN MICHIGAN UNIVERSITY**  
Department of Leadership and Counseling

Portfolio Process for  
Master's Degree in Education Leadership  
(For Students Admitted after January 1, 2003)

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NAME: \_\_\_\_\_ STUDENT #: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ SEMESTER/YEAR: \_\_\_\_\_

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
Zip

FACULTY ADVISOR: \_\_\_\_\_

**DIRECTIONS FOR THE MASTER'S DEGREE STUDENT**

You must schedule a mutually agreed upon time with your faculty advisor for the purpose of formally presenting your Masters degree professional portfolio. This meeting must also include one other educational leadership program faculty member (in addition to your advisor), so it will be necessary to schedule this meeting early in the semester to coordinate you schedule with the two faculty members involved. Students planning to graduate during the spring or summer should know that not all faculty may be teaching those semesters. Accordingly, you must make arrangements early with your advisor to insure his/her availability. You must submit a copy of your portfolio to your program advisor at least seven (7) days in advance of your presentation, so that faculty may have an opportunity to review your portfolio prior to you presentation.

The student's presentation of the portfolio will consist of a brief oral description by the student of the written artifacts contained in the portfolio, followed by a discussion with faculty regarding the student's personal learning and growth, along with perceptions of the strengths and weaknesses of the overall program.

Assessment of the portfolio will be made using the following criteria:

- Quality of writing and content
- Comprehensiveness
- Meaningfulness as evident through reflection
- Demonstration of personal growth

The portfolio will be evaluated as follows:

1. Pass without revisions
2. Pass with minor revisions by date indicated
3. Pass with major revisions by date indicated
4. No pass

## **Portfolio Requirement**

Students pursuing the Master's degree in educational leadership will be expected to develop a professional portfolio. The portfolio, when completed, will represent the formal capstone experience used by the student and educational leadership program faculty to assess the student's overall learning's while a graduate student in the Master's degree program in educational leadership at Eastern Michigan University.

More specifically, the portfolio will represent an extensive record of the student's progress and growth, will be evidenced by a collection of well-documented papers and other artifacts produced as original work by the student, and will be combined with statements of personal philosophy and goals, and deep self-reflection.

Further, the portfolio is designed to link the acquisition of Standards-based knowledge in the university setting with the application of knowledge in the work setting. Thus, the portfolio will seek evidence of the student's ability to apply the knowledge and skills they have gained in the program, by assessing a broad range of knowledge, skills, and dispositions including the application of knowledge to the improvement of practice.

## **Portfolio Process**

Upon admission, students will schedule a meeting with their advisor who will describe the portfolio's purpose and design, and who will discuss the responsibilities of both the student and the faculty advisor.

After completing 18 hours of coursework, students should schedule a meeting with their advisor to discuss the progress of their portfolio.

During the final semester of coursework, the student will contact their advisor to schedule a date and time for the oral and written presentation of their portfolio. At least one other educational leadership program faculty member will serve with the student's advisor as the portfolio examining committee. The presentation of the portfolio will consist of a brief oral description by the student of the written artifacts contained in the portfolio, followed by a discussion with faculty regarding the student's personal learning and growth, along with perceptions of the strengths and weaknesses of the overall program.

## **Portfolio Components**

1. Current resume describing career objectives, experience, education and qualifications.
2. Credentials including copies of appropriate professional certificates and endorsements, certificates of award or recognition, and membership in professional organizations.
3. Personal Educational Platform including a statement of educational philosophy, which encompasses attitudes, beliefs, and values regarding educational leadership.
4. Indicators of the student's understanding of the educational leadership elements embedded in the Standards-based curriculum.

Evidence of Student Outcomes in the following goal areas:	EDLD Courses
Goal 1 - The Master of Arts in Educational Leadership fosters educational leaders who make student success a priority by working with school stakeholders to develop, articulate, implement and sustain a shared vision of learning.	510, 513, 514, 515, 620, 687
Goal 2 – The Master of Arts in Educational Leadership fosters educational leaders who know and understand principles of ensuring the sustenance of a school culture and instructional program that promote student learning and staff professional growth.	514, 515, 620, 687
Goal 3 - The Master of Arts in Educational Leadership fosters leaders who know and understand strategies for effective management of a safe, efficient and effective learning environment (e.g., principles of school safety; human resource management; fiscal operations; school facilities; legal parameters; use of technology).	518, 612, 620, 630, 687
Goal 4 - The Master of Arts in Educational Leadership fosters leaders who know and understand the importance of collaborating with families and community members and mobilizing community resources to support the educational program (e.g., partnerships; dynamics of a diverse school community; emerging trends that impact the school community; community relations and marketing).	509, 513, 620, 687
Goal 5 - The Master of Arts in Educational Leadership fosters leaders who know and understand various ethical frameworks and the importance of acting with integrity, fairness and in an ethical manner (e.g., professional code of ethics; philosophy of education; purpose of education and role of leadership; values of the diverse school community).	509, 513, 514, 630, 687
Goal 6 - The Master of Arts in Educational Leadership fosters leaders who know and understand the larger political, social, economic, legal, and cultural context of contemporary educational settings (e.g., importance of diversity and equity in a democratic society; law related to education; political, social, cultural and economic systems; national and global issues affecting schools; policy development; role of education in sustaining a democratic society).	509, 510, 513, 514, 630, 687

**TO BE COMPLETED BY ADVISOR**

Student Name: \_\_\_\_\_ Student #: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

A portfolio presentations was held on \_\_\_\_\_ at  
\_\_\_\_\_ a.m./p.m.

The student's portfolio was evaluated as follows (PLEASE CHECK ONE):

- Pass
- Pass with major/minor revisions by \_\_\_\_\_
- No Pass

Signature of faculty advisor: \_\_\_\_\_ Date: \_\_\_\_\_

\*\* Advisors – Upon completion please e-mail Earl Roggeman at earl.roggeman@emich.edu noting the students' name and ID number and successful completion. Or you may return this form to the Rose for processing.