

Wisconsin Master Educator Assessment Process

Handbook for *Administrators*

AUGUST 2016



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Wisconsin Master Educator Assessment Process for Administrators - Overview

Introduction

There are a myriad of ways to demonstrate continued commitment to the profession of educational leadership for pupil learning. Pursuing additional degrees can be a personal and a professional growth experience. Seeking other communities where leadership strategies can be tested, delivered and strengthened is another approach. Demonstrating and documenting expert level proficiency of all seven (7) Administrator Standards through achievement of the Master Educator license is yet another option. Each of these choices, as well as others not described here, could be credible examples of ways to demonstrate continued commitment to leadership for pupil learning.

It is important to clarify that this handbook does not prioritize among the options leaders choose to demonstrate their commitment to leadership for pupil learning. One option can be equally meaningful for a particular leader in a particular setting or at a particular point in her or his career. It is further significant to note the choices administrators make for their continued professional growth are not mutually exclusive. An administrator could be working on an additional degree at the same time he or she is designing a portfolio to demonstrate her or his mastery of the standards. The clarification also needs to be made that the Master Educator license is not formally tied to any traditional higher education program. An administrator could obtain the Master Educator license by demonstrating expert level proficiency through a portfolio based around four (4) themes while doing her or his job in an exemplary manner.

This handbook seeks to describe one of the choices administrators can make to demonstrate commitment to continued professional growth as an education leader, the option of the Master Educator license. It is further significant to identify the Master Educator license is grounded in professional growth experiences related to the standards that can be demonstrated through performance on the job by creating a true community of learners engaged in helping each other reach her or his full potential.

The Wisconsin licensure process, through the cycles of Initial and Professional Educator stages (see Appendix C), is intended to provide opportunities for all teachers, administrators, and pupil services professionals to develop the skills needed to become a Master Educator. The Wisconsin Master Educator Assessment Process (WMEAP) is designed to afford all educators the opportunities necessary to demonstrate the skills they have at the time they apply for Master Educator certification. The process offers access for all Wisconsin educators licensed in approved program areas, although initially the process will be for those areas not available through the National Board for Professional Teaching Standards (NBPTS). All efforts will be made by Department of Public Instruction (DPI) to assure equity and accessibility for all educators in all aspects of the WMEAP including multiple opportunities for and readily useful modes of application, preparation, and assessment. It is further expected that the feedback from the Master Educator Assessment Process will provide information that educators may use to guide and direct their continued professional development.

The WMEAP is a very rigorous process of authentic assessment measuring an administrator's *demonstration* of mastery of all seven (7) Wisconsin Administrator Standards as applied to her or his license field. It requires one to two years to complete and includes multiple portfolio entries of work samples, video recordings and thorough analyses and reflections of the candidate's leadership practice and pupil learning. The process is comparable in expectations to the NBPTS certification process. It requires a significant investment of time, resources, and expertise.

It must be emphasized that the WMEAP requires a minimum time commitment of 40 hours per entry and represents your most personal involvement in the critical roles of your license field. It requires collaboration with your peers and support from your school and/or district. You must constantly reflect upon your own professional growth as well as the achievement of your pupils.

Eligibility

The Master Educator license is only available to experienced educators holding a master's degree. By rule, applicants will be accepted into the process only if the following requirements are met:

1. Documentation of a related master's degree;
 2. Verification of at least five (5) years of successful professional experience in education with at least one (1) cycle at the professional educator (stage) or while holding a 5-year license or a life license issued prior to July 1, 2004;
 3. Evidence of contributions to the profession; and
 4. Evidence of improved pupil learning.
- (PI 34.19 (2), Wisconsin Administrative Code)

Administrators are eligible to apply for the Wisconsin Master Educator Assessment Process if they possess a related master's degree and five (5) years administrative experience in the field of the Master Educator license while holding a regular five (5) year Professional Educator license. Administrators can apply, at the earliest, March 31st in their 5th year as a Professional Educator with verification from their administrator(s) that they will successfully complete their five (5) years in that school year.

Applications are reviewed and approved by an assessment team.

Accommodations

The department is committed to serving candidates with disabilities by providing reasonable accommodations that are appropriate given the purpose of the portfolio. All requests for accommodations must be approved in advance by the department. The candidate must contact the department with his/her request and submit eligibility verifications for review by the department. Contact DPI at 1-800-266-1028 for requests for accommodations.

Philosophy

The seven (7) Wisconsin Administrator Standards can help to guide Wisconsin's administrators on their journey of promoting and achieving professional excellence and pupil learning. Educational leadership demands a combination of knowledge, dispositions, and performances, which form a complex science and art. It is unrealistic to expect any one administrative style to represent the way to lead a district, building, or program. Although there are a variety of ways to demonstrate excellence in education, the key to unlocking excellence is documenting improvements made in district, school, and pupil performance. All Wisconsin Administrator Standards are rooted in current conceptions of best practice for leadership and learning and are related to improving pupil learning and employee performance.

The state has established a staged licensure system (see appendix C) designed to provide incentives for pre-service educational administration programs to provide opportunities for aspiring administrators to develop knowledge, dispositions, and performances associated with the Wisconsin Standards for Administrator Development and Licensure. This system also provides opportunities for new administrators to work with colleagues in mentoring relationships as they are inducted into the profession. Participating in this process provides incentives for ongoing professional reflection and development throughout an administrator's career. For those administrators who demonstrate mastery, the DPI recognizes this accomplishment by granting the optional Wisconsin Master Educator License through the WMEAP. Administrators pursuing the WMEAP are required to demonstrate mastery of the knowledge, dispositions, and performances embedded in all of the seven (7) Wisconsin Administrator Standards. The Wisconsin Quality Educator Initiative – PI 34 provides a map for life-long learning and continuous professional growth.

Standards

The assessment of portfolios is built upon the seven (7) Wisconsin Administrator Standards.

Wisconsin Administrator Standard 1 – The administrator has an understanding of and demonstrates competence in the ten Wisconsin teacher standards under s.PI34.02.

- **Wisconsin Teacher Standard 1** – *The teacher understands the central concepts, tools of inquiry, and structure of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.*
- **Wisconsin Teacher Standard 2** – *The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.*
- **Wisconsin Teacher Standard 3** – *The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.*
- **Wisconsin Teacher Standard 4** – *The teacher understands and uses a variety of instructional strategies including the use of technology to encourage children’s development of critical thinking, problem solving, and performance skills.*
- **Wisconsin Teacher Standard 5** – *The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive and social interaction, active engagement in learning, and self-motivation.*
- **Wisconsin Teacher Standard 6** – *The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.*
- **Wisconsin Teacher Standard 7** – *The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.*
- **Wisconsin Teacher Standard 8** – *The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.*
- **Wisconsin Teacher Standard 9** – *The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.*
- **Wisconsin Teacher Standard 10** – *The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.*

Wisconsin Administrator Standard 2 – The administrator leads by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared by the school community.

Wisconsin Administrator Standard 3 – The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

Wisconsin Administrator Standard 4 – The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.

Wisconsin Administrator Standard 5 – The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Wisconsin Administrator Standard 6 – The administrator acts with integrity, fairness, and in an ethical manner.

Wisconsin Administrator Standard 7 – The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

PI 34.03

Portfolio and Portfolio Entries

Upon approval of the Master Educator application by a team, the administrator holding a Professional Educator license who seeks the Master Educator license will develop and submit a portfolio (a collection of evidence that supports the candidate's mastery). Although no assessment can capture all seven (7) Administrator Standards, the portfolio is the best mode of assessment for this license stage. The artifacts that are included in the portfolio are specified and clearly explained in each entry. All materials to be evaluated for the Master Educator license must be in this portfolio.

Portfolio entries are designed to document activities that administrators engage in during their work. They are intended to enable administrators to provide sample evidence from their practice and to reflect on that practice through written narratives.

A candidate's portfolio must present evidence of mastery of all seven (7) Administrator Standards. The portfolio is designed to assess performance in a wide range of settings. The applicant must use a different activity/initiative in each entry in order to demonstrate the broadest possible range of his/her practice. **The examples and artifacts may be no older than five (5) years from the date of acceptance of the application.** Assessment of an individual candidate requires that criteria be made somewhat more specific to the professional role that the candidate serves. A candidate will provide evidence of meeting the standards that are applied her or his particular license expertise as described by the Wisconsin's Content Guidelines for program approval (<http://dpi.wi.gov/tepd/lep/guidelines>), guiding questions in each profession, and professional organization standards.

For the Master Educator Portfolio you will prepare four (4) distinct entries. The entries should be designed to provide a sample of your work as a school leader that can be assessed against the Wisconsin Administrator Standards. A summary of the entries is provided below. More descriptions are provided on the detailed directions for each entry.

Entry One: The Administrator as an Advocate for Pupil Learning

In this entry, you will demonstrate your leadership as an advocate for pupil learning. The focus of the entry will be on a specific intervention in your school or district that was designed to close the achievement gap between pupil groups. You will provide a detailed narrative of the intervention and use a variety of artifacts from the intervention to describe the intervention and to articulate your role in the intervention. Through the narrative, you will demonstrate the ways in which the intervention was supported by research and best practice while detailing the direct and indirect results of the intervention. This is your opportunity to demonstrate how you advocate for pupil learning in your work as an administrator.

Entry Two: The Administrator as a Communicator and Change Agent

In this entry, you will communicate your role as an agent of change in your school or district. You will use a video to demonstrate your exemplary leadership. A variety of artifacts from your practice will be used to illustrate the ways in which you have facilitated and communicated the change process to stakeholders. Demonstrate how you have grounded the change in research and best practice and the role communication played in implementing the change. This is your opportunity to demonstrate your communication skills and your ability to affect change as an administrator.

Entry Three: The Administrator as a Leader in Building Community

In this entry you will communicate your leadership with families and/or the community and use a variety of artifacts. Illustrate the ways in which you have cultivated a partnership, how you have nurtured and sustained the partnership, and how you have worked collaboratively with members of the partnership. This is your opportunity to demonstrate the way family and/or community partnerships are reflected in your work as an administrator.

Entry Four: The Administrator as a Manager of the Organization

In this entry you will communicate the management skills and strategies you use to improve organizational effectiveness within your school or district. Through a specific initiative (program or process) you will demonstrate how you used resources and data, how you structured the management of the initiative, how you involved stakeholders, and how you used the program to improve organizational effectiveness. This is your opportunity to demonstrate the way your management skills and strategies guide you in your work as an administrator.

In this handbook each entry is formatted in a consistent way. Directions for each entry contain the following:

- An overview of the entry.
- The standards that are the focus for that entry.
- Questions to guide the writing of the narrative for the entry.
- Suggestions for artifacts to support the entry.
- A description of what reviewers will look for when evaluating the entry.
- General guidelines, hints, advice, and a formatting checklist as you plan the entry.

The overview provides a general introduction to the entry, highlighting the purpose of the entry and the type of intervention, project, or initiative that you choose to demonstrate your practice. Each entry was designed to assess several Wisconsin Administrator Standards. The standards that underlie each entry are listed to focus your preparation of the entry.

Your narrative for each entry will have three (3) distinct sections. The questions included in the guidebook for the description, analysis, and reflection sections are designed to help you structure the narrative portion of your entry. The analysis questions are coded to the specific standards targeted for the entry. Artifacts that illustrate or provide evidence to support your project should be referenced and supported in the narrative. A list of possible artifacts is provided for each entry.

Assessors will be evaluating each entry against a rubric designed for the specific entry. The rubrics were created using the Wisconsin Administrator Standards and identify key indicators for meeting those standards. The result of the evaluation of your portfolio will depend on how well the evidence documents Master Educator status. Rubrics for all entries for WMEAP are available in Appendix A.

Finally, each entry ends with a checklist of entry contents and an Entry-at-a-Glance page for you to remove for easy references as you develop your narrative and collect your artifacts.

In addition to the four (4) entries, you will complete the contextual Information pages. The contextual Information provides important background information for the Assessment Team as they review your entries.

Read through this assessment guide in its entirety. Re-read each entry with a focus on the corresponding rubric and guiding questions. As you begin to collect artifacts and write your narrative, continually revisit the rubric and guiding questions. You want to be confident that you are providing the assessors with narrative and artifacts that will help them understand the ways in which you have met the performance standards for a Master Educator license.

Portfolio Submission

Completed portfolios with video must be received by the department by March 31st of the application year.

Each entry, artifact(s) for that entry, and video should be submitted as a separate file. Each file name should include your identification number and entry/artifact number. Contextual Information must be included at the beginning of each entry.

For example:

- File 1 *(identification number)* Contextual Information, Entry 1
- File 2 *(identification number)* Entry 1 Artifacts
- File 3 *(identification number)* Contextual Information, Entry 2
- File 4 *(identification number)* Entry 2 Artifacts
- File 5 *(identification number)* Contextual Information, Entry 3
- File 6 *(identification number)* Entry 3 Artifacts
- File 7 *(identification number)* Contextual Information, Entry 4
- File 8 *(identification number)* Entry 4 Artifacts
- File 9 *(identification number)* Video

All materials are to be saved in a PDF format. All nine (9) files should be saved electronically on each of four (4) flash drives. The flash drives should be mailed to:

Charlene Koci
Teacher Education, Professional Development and Licensing
Department of Public Instruction
125 S. Webster Street, Third Floor
Madison, WI 53703

Portfolios or any component of the portfolio that arrive late **will not be accepted** by the department and will not be assessed. They will be returned to the candidate and will not be eligible for assessment until the following March.

Before You Start

Planning and Organization Tips

Portfolios, video recordings, or artifacts will not be returned to the candidate. Please make a copy of everything for yourself.

Carefully review the Wisconsin Educator Standards and corresponding rubrics that are addressed in each entry before you choose an initiative for the entry. It is essential that you understand what you will be asked to demonstrate through each portfolio entry and how it will be assessed before you make any decisions about the initiative you will use. Obtaining a clear understanding of the entry, the standards, and how these standards will be assessed will allow you to choose the most appropriate initiative and provide clear, consistent, and convincing evidence that you have met the standards for each entry.

As you study the standards constantly ask yourself:

- How do I implement the standards?
- How do I use the standards to guide my professional practice?
- How are the standards reflected in my environment?
- How do the standards look in the environment of a master educator?

You will need to read the standards, assessment rubrics, and guiding questions for each entry repeatedly; they tell you exactly what the assessment team is looking for and how they will determine whether you have or have not demonstrated that you are a Master Educator. As the team reviews each entry alongside the rubric and corresponding standards, they will be assessing if you have provided clear, consistent, and convincing evidence for each of the standards and corresponding indicators.

Adapted from "Writing Training Manual for NBPTS Process,"
With permission from the Alabama Education Association

Suggestions

- Start immediately by reading the entire guide book.
- Become familiar with the standards, rubrics, and guiding questions.
- Develop a timeline based on the due date for your portfolio. Create deadlines for the completion of each entry. Include time for collecting evidence, revising, and proofreading. Successful portfolios cannot be completed at the last minute.
- Read each entry and gather artifacts. Choose initiatives for your entries for which you have related artifacts that demonstrate mastery of the standards. Make sure that your chosen initiative allows you to effectively answer all of the guiding questions before you begin to write.
- Data-driven artifacts can be very effective in the creation of clear, consistent, and convincing evidence.
- As you write, revisit the standards, rubrics, and guiding questions and note when you address each one. Continually ask yourself, “Have I provided the assessors with clear, consistent, and convincing evidence that I have met the standards and their corresponding rubrics?”
- Pick initiatives and issues that you deeply care about that have made the biggest impact on pupils, teachers, staff, school, and/or your district. Your ability to demonstrate mastery of the standards should be clearly visible through the initiatives in your entries.
 - Caution: If you choose a legislated mandate for your portfolio entry, be sure to demonstrate that you have gone above and beyond the implementation steps.
- Use “I” statements that clearly describe your accomplishments.
- Colleagues can be very helpful in the review of your entries. Make sure that anyone reviewing your portfolio has a clear understanding of the standards, rubrics, and guiding questions that are used to assess your entries. Feedback is always important, but if the person is only commenting on your writing ability and not on how well you have addressed the standards, rubrics, and guiding questions, their input may not be beneficial.
- Plan your videos well ahead of time and inform the individuals you will be recording. It may take several recordings to get the best footage for your entry. You must explain the context of your video in the narrative.
- Maintain electronic and paper copies of everything you produce. Carefully archive and organize them for ease of reference.
- The portfolio is a professional development process that results in a product that reflects your mastery.

Formatting Requirement Checklist

Written materials must comply with the following requirements. Submissions that do not comply with the requirements will not be assessed. Materials will be returned to the candidate and may be resubmitted during the following year.

YES	Checklist Item
	Is each entry based on a separate and different activity/initiative?
	Is 12-point font used?
	Is Times New Roman, Garamond, Arial, or Helvetica font used?
	Is line spacing 1.5 (1 ½)?
	Is the margin 1 inch on all sides?
	Does every page include a header?
	Does the header include: <ul style="list-style-type: none"> • Candidate identification number • Entry number • Entry title • Licensure area seeking • Page number • Correct type numbering or lettering for the various sections of each entry?
	Are contextual information pages numbered using i and ii? (see sample)
	Is the contextual information (total of two (2) pages) included at the beginning of each entry? The two (2) pages of contextual information are not included in the total number of pages allowed for each entry. Contextual information is required.
	Are sections within each entry labeled as “description,” “analysis,” and “reflection”?
	Are narrative pages numbered in sequence 1, 2, 3...and included on the top right-hand corner of the page?
	Are artifact pages lettered and numbered in sequence on the top right-hand corner of the page? The first artifact should be A, the second artifact should be B, etc. If there are multiple pages to the artifact they should be lettered and then numbered (e.g., A page 1, A page 2, A page 3 for the first three (3) pages of the first artifact, B for the second artifact).
	Did you ensure the number of pages does not exceed the number required for each entry?
	Have you properly saved your portfolio on four (4) flash drives?
	Are copies of all work, artifacts, and photos legible and readable? Artifacts must be legible and readable when the file is opened and require no manipulation (e.g. enlarging, rotating) by the assessor. Entries that are not legible or readable will not be assessed. Note: You are strongly encouraged to include artifacts in .pdf format.
	Is the required video included in the specified portfolio entry and correctly labeled with your identification number and entry number?
	Have you proofread and edited your portfolio entries?

Writing Guidelines

(Adapted with permission from “Writing Training Manual for NBPTS Process,” Alabama Education Association.)

Throughout this guide, you are asked to “describe,” “analyze,” and “reflect.” The evaluation of the work you select for portfolio assessment depends on your ability to provide insight into not just “what is happening” in the setting you describe, but the rationale for the events, the processes used, and what you learned from them. You provide these insights in your descriptions, analysis, and reflections for each entry.

Descriptive Writing

Description is called for when the prompt uses verbs like “state,” “list,” “describe,” or asks “what” or “which” as the opening interrogatory words. Descriptive writing is a retelling of what happened in the environment selected. This kind of writing should allow the assessor to visualize and understand what the educator is describing. Descriptive writing:

1. Sets the scene for the assessors.
2. Retells what happened and includes all supporting features or elements that would allow an outsider to see as you see whatever is described.
3. Explains the critical features accurately and precisely.
4. Clearly and logically order the elements or features of events, persons, concepts or strategy described.

Strategies for Descriptive Writing

- ✓ Develop writing fully and edit later.
- ✓ Use describing words.
- ✓ Use the writing checklist that follows.
- ✓ Continually gather artifacts and work samples to support your description.

Analytical Writing

Explain your interpretation of what happened, your sense of why it happened, and your understanding of what should come next:

1. Use analytical writing when an entry asks “how,” “why,” or “in what way.”
2. Focus on “why it happened,” not “what happened.”
3. Address reasons, motive, and interpretation.
4. Use specific examples and provide evidence that clearly support your analysis.

Analysis and reflection overlap, though they are not identical. Analysis involves interpretation and examination of “why” the elements or events described are the way they are. Reflection, a particular kind of analysis, always suggests self-analysis or retrospective consideration of one’s practice. Analysis deals with reasons, motives, and interpretation. All of these are grounded in the concrete evidence provided by your artifacts. Your analysis provides

understanding and interpretation of the significance of your descriptions and artifacts. When you are asked to analyze, be certain that your response meets these criteria:

- ✓ The subject of the analysis supported by artifacts (i.e., pupil work, video recording, guides, minutes, documents, etc.) must be clear. If such an artifact is not available, a clear description of what you are analyzing must be given prior to the analysis.
- ✓ The focus of your analytical writing is on “why.”

Qualities of Analytical Writing

Analysis depends on the interpretations the candidate makes of what happened, the examination of why the elements or events described are the way they are. It shows assessors the thought processes the candidate employed to arrive at the conclusions made about the situation.

Analysis is called for when candidates are asked:

- ✓ To identify a particularly successful moment in a sample of educational practice and why the candidate regards it as successful.
- ✓ To provide a rationale.
- ✓ To explain what pupil performance suggests about teaching/pupil services/administrative techniques or skills.

Strategies for Analytical Writing

- ✓ Consult the standards and rubrics, addressing all guiding questions and parts of the entry.
- ✓ Use analytical words.
- ✓ Answer “why” you made that decision.
- ✓ Gather evidence to support your analysis in each entry.
- ✓ Reference research and best practice in your analytical writing.
- ✓ Analyze and explain the results of your leadership and its impact.

Reflective Writing

Reflective writing is self-analysis of your professional practice. What happened in relationship to what you anticipated? What do you think or feel about what happened? What worked? What didn't work? What are the implications for future practice? Think about “how,” “why,” and in “what ways” you may change your professional practice in the future.

1. Use reflective writing to tell what you would do differently and why.
2. You are answering what happened and why you think it happened that way.
3. Focus on self-analysis and retrospective consideration of your professional practice.
4. Connect the outcomes of your reflections to the implications for your future professional practice.

Qualities of Reflective Writing

Reflection, a particular kind of analysis, suggests self-analysis and consideration of professional practice. It includes written consideration of what the candidate may do in the future based on his/her analysis of what happened and why it happened. Reflection is called for when the entry prompt asks the candidate to consider the successes of her/his examples and what he/she would do differently and why.

Strategies for Reflective Mode

- ✓ Know your weaknesses and strengths in your professional practice.
- ✓ Address what you would change and why.
- ✓ Be introspective and critical without being negative.
- ✓ Describe improvements you may make to your future professional practice.
- ✓ Assess and summarize the experience as a whole.
- ✓ Connect this experience to future professional practice.

Weaving the Writing Modes Together

For each example you provide in the entry:

- ✓ Tell a story;
- ✓ Share your initiative and implementation strategies;
- ✓ Explain the impact on stakeholders;
- ✓ Reflect on your process and implications for future professional practice; and
- ✓ Reference your artifacts, research, and best practice.

Writing Checklist: Descriptive, Analytical and Reflective

Use this checklist to evaluate your work.

Descriptive Writing	
	Did I set the stage so the assessors will understand my environment/setting?
	Did I present my pupils/teachers/group in a way that personalizes them for the assessors?
	Does my description allow the assessors to visualize described events?
	Will the assessors actually feel a part of this described educational experience?
Analytical Writing	
	Have I presented reasons for making educational decisions and explained fully what is happening and why?
	What steps did I take to make these decisions?
	What was the prior knowledge available to the teachers/group?
	What was understood and developed because of this prior knowledge?
	What changed because of the above?
	What did the administrator learn because of the above?
	Did I conclude my writing with future leadership ideas?
Reflective Writing	
	Did I present my logic for future decisions?
	Were these decisions based upon the evidence presented and cross-referenced with documentation (artifacts)?
	What was it about this specific experience that would lead me toward improvement?
	Did I present a summary for my retrospection and assessment of this featured educational experience?
Reviewing All Three Writing Modes	
	Did I follow the necessary requirements and incorporate Wisconsin Administrator Standards and the guide's vocabulary?
	Did I present enough information, or did I make assumptions that the assessor would understand my writing?
	Does my evidence document all that I have written, and is it easily cross-referenced?
	Do I use "I" statements throughout so the assessors know my accomplishments?

Video Requirements

An administrator applying for the Master Educator license must submit in her or his portfolio one (1) video demonstrating his or her exemplary leadership performance as specified under Entry Two – The Administrator as a Communicator and Change Agent. The candidate must be an active participant, leader, or facilitator on the video. Please review the following procedures and guidelines for effective video recording and those that are provided in Appendix B to assure the quality of your video submittal.

The video must be an authentic event, not one that has been staged, scripted, produced, edited, or contrived in any way.

- The video must be accompanied by a photocopy of a government-issued photo ID, such as a driver's license or photo ID card issued to non-drivers by a state, a military ID, or a passport. The photo ID should be copied on 8.5" by 11" paper, so that both your photo and your name are clearly visible. The photo identification is required to authenticate the individual being showcased in the video.
- The video must be current within five years of the application.
- The video must be submitted in a viewable format. (Please submit in an .mp4 format or other formats that can be played on a Windows computer.)
- The event(s) on the video must demonstrate "exemplary leadership performance."
- The video needs to capture the environment and support the description of that environment you provided in your narrative.
- Maximum time of the video is thirty (30) minutes. Do not submit more than thirty (30) minutes, as only the first thirty (30) minutes will be reviewed.
- The candidate may submit up to three (3) separate uninterrupted episodes within the thirty (30) minute time frame.
- The video recording must be clearly labeled with the entry number and the candidate's number.
- The explanation for and an analysis of the video must be included in the narrative of the entry, not on the video itself.
- The video recording should be of a quality that allows assessors to clearly view and evaluate your exemplary leadership performance.

Video Recording Strategies

(Adapted from "Learn North Carolina – New Teacher Support")

The following guidelines will optimize the quality of your video. It is recommended that you practice video recording several times prior to recording an activity for your portfolio. Be patient and ask for help with your video recording. Realize it is the quality of the activity presented, not the quality of the video, that is most important. However, a quality video will easily allow assessors to see how you organize and manage instruction in your classroom or how you perform pupil service or administrative tasks.

Subjects

- Explain to the subjects in the video what you will be doing days in advance. Practice having the camera recording during many sessions.
- Obtain permission to video record from subjects using the school permission forms. (See section on confidentiality).
- Have those subjects who have not given permission to video record sit out of camera range.
- Focus the camera in on group work, group participation (faces), demonstrations, materials, activities, discussions, etc.
- Make sure subjects are audible.
- Select a typical activity you engage in and for which you can demonstrate your mastery. Let subjects know in advance that the situation will be video recorded. Explain that the recording is a way for you to review your performance, not theirs, and improve your leadership. Assure them that the video will not be preserved.
- Try to make your video convey the climate of the environment, participant engagement, verbal and nonverbal interactions and your role in facilitating the activities.
- While you are being video recorded try to focus on your role, not on the camera. Video equipment is not intrusive; no extra lighting is required.
- Though you may feel uncomfortable and awkward at the beginning of recording, these feelings wear off quite quickly. Keep in mind that no one will see the video except you and the assessment team unless you choose to invite others to view it with you. Remember, too, you can erase the video whenever you wish.

Mechanics

- Make sure you have enough battery power to capture the entire session.
- Hang a “Do Not Disturb” sign on the door to the room in which you are recording.
- Turn off mechanical equipment in the room that creates extraneous noise.
- Consider the composition of the picture. Clutter can be a real problem in classrooms; remove items that may detract from the message/image you may want to project. Also consider the background you will be against. Avoid dark backgrounds.
- Consider your clothing. Dark colors, very bright colors, and plaids do not video record as well as medium colors and plain designs. Avoid busy prints.
- Do not video record facing bright sunlight. If possible, place camera near windows with the light behind the camera. Pull the shades and make sure the room is well lit.
- Press the record button 5 seconds before the actual time you wish to start recording, and leave the camera running 5 seconds after you are finished.

- Avoid unnecessary panning and zooming. Unnecessary panning and zooming may cause images to appear fuzzy. However, do zoom on a chalkboard to ensure your writing is captured or on faces as they speak. Otherwise, keep the lens at the widest possible setting.
- If possible, use a tripod for most camera work and place the camera as high as possible at the side of the room. This will help you achieve smooth, steady images.
- Most camera microphones produce acceptable, but not great, audio. Since sound is critical to your video, consider an external microphone. Position the microphone close to the speakers. Eliminate extraneous sound.
- Contact a media specialist in your school to reserve equipment and to receive information (camera manual, tutoring, etc.) regarding the operation of the equipment. If you're lucky, she/he may record for you.
- Find a volunteer to video record your activity, if possible. This could be another colleague, a reliable pupil, or parent volunteer. He/She may need some time to familiarize himself/herself with the camera equipment. Warn the camera operator that his/her voice will be heard distinctly on the video. If you will not have someone to record, place the camera on a tripod in an area of the room where there is a view of the entire activity and you.
- Ask the camera operator to record the activity as well as you. The cameraperson should know not to disrupt the activity in any way. Feel free to remind the camera operator to break away from focusing on you in order to show the participants' reactions to you and to each other or the response of the participants in the activity.

Composing

- Review recording to check its quality. If your video does not have good sound and visual quality, you may wish to video record another session.
- View the video recording as soon as possible. Plan to view the video on the day it is made or the next day so that your memory is fresh and you can readily recall what you were thinking or feeling during the episode. Run the video through once or twice just to get used to seeing yourself on video. During these first viewings, be prepared for a dose of "video induced despair" (Krupnick, 1987), a common ailment brought about by the visual distortions of the medium. Most people tend to notice their voice, appearance, gestures, and mannerisms - Do I really sound like that? Is my hair *a/ways* this disheveled? Why didn't I notice that my shirt was untucked? It is important to realize that these details are exaggerated on video and are far less noticeable and distracting in real life. In any case, a wrinkled blouse or a crooked tie has nothing to do with being an effective educator. (Source: Krupnick, 1987)
- Plan to spend twice as long analyzing the video as it took to record it. Once you've adjusted to seeing yourself on video, set aside sufficient time to analyze it, about two hours to review a one-hour session. As you start to analyze the video, remember to focus on your strengths as well as aspects needing improvement.
- If you are using three (3) episodes, they may be submitted as separate files but should be clearly labeled.

Artifact Guidelines

Artifacts provide evidence of mastery and are documents, videos, and recordings demonstrating your professional activities. They need to be directly linked to the Wisconsin Standards referenced in the portfolio entries. They must be referenced in your narrative as evidence to support your statements (e.g., see artifact B). Begin gathering and selecting your artifacts early in the process and build your narrative around them.

Artifacts may include:

- Notes
- Overheads
- Pupil work
- Productions
- Accomplishments
- Charts of data
- Record of assessments
- Photos of chalkboard
- Computer print outs
- Logs (phone, parent/teacher contacts)
- Unit/lesson plans
- District budgets
- Test results
- Community partnerships
- Professional articles and books
- IEPs
- Newsletters
- Letters from stakeholders
- Awards
- Curricula you developed
- Materials/equipment you developed
- Policies/procedures you developed
- Programs and initiatives you spearheaded
- Consultation notes/tapes
- Workshops or presentations that you developed or conducted
- Grant proposal abstracts
- Syllabuses for professional education classes you have taught
- Other activities that demonstrate your mastery

For long artifacts such as publications (e.g., an article or newsletter), you may submit the title page only or specific representative pages.

Artifacts should be titled with A, B, C, etc. Each page of the artifact should include your identification number, the entry number, the artifact "letter" and the number of the page (e.g., A1, A2, B1, etc.). This information should be typed in the upper right corner of the artifact (see the attached sample).

Artifacts may not exceed fifteen (15) total pages for each entry. Artifacts that exceed the limit of fifteen (15) total pages will not be reviewed. A video recording or DVD used as an artifact may not exceed ten (10) minutes in length. Any video recording or DVD over the limit of ten (10) minutes will not be reviewed. Each video recording or DVD that is used as an artifact is considered one page of the total number of artifacts.

- Any unedited video recording identified as a **single artifact** will be reviewed for the first ten (10) minutes (e.g., A1).
- Any unedited video recording identified as **two (2) artifacts** will be reviewed for the first twenty (20) minutes (e.g., A1 & A2).
- Any unedited video recording identified as **three (3) artifacts** will be reviewed for the first thirty (30) minutes (e.g., A1, A2 & A3).

Note: Multiple documents cannot be video recorded and submitted as a single artifact.

SAMPLE FORMAT—INFORMATION TO BE INCLUDED IN THE HEADER

Candidate Identification Number, Entry #, Entry Title, Licensure Area Seeking

A39 Entry 1 The Administrator as an Advocate for Pupil Learning, Principal

Artifact A

Sample

Portfolio Assessment

Confidentiality Guidelines

The department believes it is consistent with state and federal law to release to the department without consent all materials in the candidate's portfolio (including narrative, artifacts, videos, pupil work, district information, parent and community communication) for the purpose of evaluating the educator's application for a Master Educator license. After the licensing decision has been made and the time for appeal has lapsed, the materials will be destroyed or stored, consistent with department policy. The department will maintain the confidentiality of the portfolios. However, the department does recommend following the local district's/school's policy (if there is one) for video recording pupils. If obtaining parent permission is required, the candidate should maintain those permission forms and only include pupils in the video whose parents provided video recording permission.

The candidate's portfolio will be evaluated by a team of three (3) trained assessors who will sign a pledge of confidentiality and recuse themselves from reviewing portfolios of candidates in their own districts, to whom they are/were related, and with whom they cannot be impartial.

See Appendix B for legal references to confidentiality issues.

Assessors

The candidate for a Master Educator license shall be assessed by a team of three (3) educators who:

1. have the same or similar job responsibilities;
2. have been nominated by professional organizations, including school board organizations;
3. have been provided training by the department;
4. have been approved for appointment by the state superintendent. [PI 34.19(4), Wisconsin Administrative Code]

In addition, the assessors are educators who:

1. are not current or non-achieving candidates for the Wisconsin Master Educator Process;
2. hold a professional stage state license in the assessment area;
3. have at least five (5) years of successful professional stage license experience in the assessment area;
4. hold a master's degree related to the assessment area.

School board members may be an additional member of the assessment team. To be a member of the assessment team, a school board member must:

1. be nominated by professional organizations, including school board organizations;
2. have been provided training by the department;
3. not be a current or non-achieving candidate for the Wisconsin Master Educator Process;
4. be approved for appointment by the state superintendent.

All assessors will sign a pledge of confidentiality and will not:

1. assess candidates' applications from their own school/district;
2. assess the applications of candidates to whom they are/were related;
3. assess the applications of candidates for whom they could not remain impartial and objective.

Master Educator Assessment Team Training

Assessors are trained using a portfolio assessment guide developed by a national expert in teacher portfolio assessment and Wisconsin educators involved in developing the Wisconsin Master Educator Assessment Process. Only educators and school board members nominated by their professional organizations, trained in the Wisconsin assessment process, and selected by the state superintendent may assess portfolios. The training and portfolio assessment occurs annually during the summer. The assessors are trained in using procedures that are designed to ensure objectivity, accurate alignment with the Wisconsin Educator Standards and assessment rubrics for each entry, control of bias, accuracy of pattern finding, and attaining consensus. Assessors use note-taking strategies, summary statements, and rubrics to formulate a judgment of each entry's documentation of mastery.

Portfolio Assessment Procedures

Each entry is assessed using the Standards and rubrics listed in that Entry.

Each member of the assessment team individually reviews each portfolio entry using the rubrics as the basis for demonstrating mastery. Through notetaking and team discussion, the team comes to consensus on the mastery of each portfolio entry. Candidates must achieve mastery of each portfolio entry in order to attain the Wisconsin Master Educator license. If one or more entries in the portfolio do not attain mastery, the candidate has one more school year to revise and resubmit those entries for reassessment the following spring. The communication of the Master Educator Assessment Team's decision will include which entries achieved master level and which entries did not. If a candidate does not achieve mastery after resubmission, he or she will have her/his license(s) renewed at the professional stage or may appeal to the state superintendent for reconsideration.

Contextual Information

Contextual information must be included at the beginning of each entry. The contextual information is limited to two pages. The two (2) pages of contextual information will be the first two pages submitted with every entry, but these two pages will NOT be included in the total number of pages allowed for each entry.

The contextual information provides the assessor the context in which you work. Refrain from naming the community, school, or district you work in. If you work in one school and this information applies to every portfolio entry, you can submit the same information at the beginning of every entry. If you work in different schools that have different characteristics, and your entries feature information or subjects from more than one school, please submit the appropriate contextual information for each entry. If you need to modify the contextual information for specific portfolio entries, you may. Follow the same formatting requirements outlined for the portfolio. (Please refer to the checklist at the end of this section.)

Contextual information is required for each entry. Each entry is reviewed independently, and thus assessors need to review the contextual information with each entry.

Include the candidate identification number, name of the entry, and page number in the header on each page. The two (2) contextual pages are not included in the total number of pages allowed for each entry.

Use no more than two (2) pages total to address to the following:

1. Describe the school/program/district in which you work, the grade configuration (single grade, departmentalized, interdisciplinary, teams, etc.) teaching environment, school configurations, size of the school/district, and local community characteristics.
2. Provide information about your school/district context that you believe would be important for assessors to know in order to understand your portfolio entries. You may include details of any state or district mandates that may shape your work.
3. Describe your vision of teaching and learning.

Sample Response to Question 1

Candidate Identification Number, Entry #, Entry Title, Licensure Area Seeking

Contextual Information

Entry 1

Page i

1. Describe the school/program/district in which you work, the grade configuration (single grade, departmentalized, interdisciplinary, teams, etc.) teaching environment, school configurations, size of the school/district, and local community characteristics.

Since 1998, I have served as superintendent of this school district enrolling over 5800 students in kindergarten through grade 12. About 80% of students live in one small city while the remainder resides in one of the 8 other municipalities in the district. While citizens fiercely consider themselves an independent community, to an outside observer, this community would be considered a suburb of a large city. Several large-city zip codes are part of the school district. The school district faces rapid growth due to its proximity to the large city, regionally stable economic base, and availability of land for development. The school district has grown by over 200 students each year for the past three years. There are presently 10 schools: Six K-5th elementary schools; two 6th-8th middle schools, one 9th-12th high school, and one 10th-12th alternative high school. A new elementary school opened in 2005. Two of the elementary schools have fairly large concentrations of low-income housing contained within their boundaries. These schools have been a part of the S.A.G.E. program. The growth of diversity in the community has geometrically outpaced the rapid growth in population. The number of students of color has tripled, and the number of student who do not speak English as their primary language has increase five-fold in the eight years I have served this school district.

Entry 1

Entry 1 – The Administrator as an Advocate for Pupil Learning

Overview

In this entry you will demonstrate how you advocate for pupil learning through creating a positive learning environment in your work as an administrator. The focus of the entry will be on a specific intervention in your school or district that was designed to close the achievement gap between pupil groups. You will provide a detailed narrative and use a variety of artifacts to describe the intervention. Using research and best practice, demonstrate how you involved stakeholders and used data while grounding the change in your vision and/or mission. Demonstrate how you used the Wisconsin Administrator Standards and professional development to create, implement, and sustain an intervention. This is your opportunity to demonstrate how you advocate for pupil learning through creating a positive learning environment in your work as an administrator.

You will prepare the following materials that comprise entry one:

- 1)** A written narrative, not to exceed twelve (12) pages, that includes: a *description* of the intervention, an *analysis* of the intervention, and your *reflection* on the intervention. You may vary the number of pages within each section but the total number of pages may not exceed twelve (12).
- 2)** A collection of artifacts, not to exceed fifteen (15) pages, that provides illustration and evidentiary support for the statements made in the narrative. Artifacts might be data from state and/or district assessments, performance report cards, awards or external evaluation, or other documentation that will substantiate the written narrative. Each ten (10) minute visual or audio submission of an artifact equals one (1) written page of the artifacts.

As you prepare your entry, keep in mind that you are primarily providing evidence for Wisconsin Administrator Standards 1, 2, 3, 4 and 7.

Standard 1: The administrator has an understanding of and demonstrates competence in the Wisconsin Teacher standards.

Standard 2: The administrator leads by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared by the school community.

Standard 3: The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth

Standard 4: The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient and effective learning environment.

Standard 7: The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

In preparation for this entry, think about the ways in which you have worked to close the achievement gap between pupil groups within your school or district. What would you identify as evidence of your success in improving pupil achievement for a group of pupils in your school or district? What are the products that you would use as evidence of these successes? Once you have identified the intervention and targeted pupil groups, you can begin to write the narrative and assemble the supporting evidence described in the next section.

The Narrative and Supporting Evidence

You will begin by writing a three (3) part narrative (not to exceed twelve (12) pages) that includes descriptive, analytic, and reflective sections and responds to the questions that follow. The narrative may be supported by up to fifteen (15) pages of artifacts. (A ten [10] minute of audio or visual artifact replaces one written page of artifacts.)

Description (suggested 2 pages)

What specific intervention was designed to close the achievement gap between pupil groups in your school and/or district?

How was this intervention connected to your vision of teaching and learning?

What pupil groups were involved in the intervention?

What was your specific role in the intervention?

What role did teachers and other educators have in the intervention?

How was the intervention supported by research/best practice?

What barriers to pupil success needed to be addressed by the intervention?

What other programs, practices, or cultural aspects of the school/district were impacted by this intervention?

Analysis (suggested 8 pages)

What were the diverse types of data used to indicate an intervention was needed and why were these data used? (Standard 1 and Standard 2)

What did multiple sources of data demonstrate about pupil achievement over time? (Standard 3)

What effect did various stakeholders have in the development, implementation, and success of the intervention? (Standard 1)

Explain how the intervention promotes equity and a culture of high expectations for pupil achievement? (Standard 3)

What evidence is there that the needs of pupils and families were kept at the forefront of the intervention? (Standard 7)

What was done to support and develop teachers in alignment with the Wisconsin Teacher Standards in the implementation of the intervention, and to what extent were these efforts successful? (Standards 1 and Standard 3)

What opportunities were provided for sustained professional development to support the intervention and advance pupil learning?

What impact did the intervention have on providing a safe, efficient, and effective learning environment? (Standard 4)

What was done to honor, celebrate, and recognize successes and contributions? (Standard 3)

How did the intervention impact pupil learning? (Standard 3)

Reflection (suggested 2 pages)

How effective was the intervention, and how do you know?

What might you do differently with the implementation of the intervention if you had to do it over again?

What challenges were overcome, and what challenges still need to be overcome?

What have you learned that you will use to sustain the intervention?

Artifacts (up to 15 pages)

You may include fifteen (15) pages of artifacts that illustrate or provide evidence in support of your written narrative. Please make specific reference to the artifacts in your narrative. The context and examples that you use to illustrate your advocacy for pupil learning will guide the type of artifacts that you use.

For this entry artifacts might include:

- Data to show increased pupil learning (pupil and/or district assessments)
- Plan to reallocate resources
- Plan for reallocating space
- Before and after data
- Survey data
- External evaluation
- Organizational tools
- Awards and/or external recognition
- Report to the Board of Education
- Performance Report Card
- Other documents that help to illustrate your narrative

The Evaluation of Entry 1

The evaluation of your performance will address the following six indicators:

- 1.1 The school leader demonstrates a vision of teaching and learning that is focused on pupil learning and that builds on Wisconsin Teacher Standards and research and best practice that support learning.
 - The intervention builds on improved instruction as articulated in the Wisconsin Teacher Standards, resulting in a positive impact on pupil learning and achievement.
 - The school leader collects and accurately analyzes multiple sources of data to identify the need, inform decision-making, and assess the effectiveness of the initiative, guided by research and best practices.
 - The school leader assures the diverse data are from multiple sources and includes multiple measures.
 - The intervention is connected to and consistent with your vision of teaching and learning.

- 1.2 The school leader designs interventions that will impact the needs of all pupils.
 - The intervention was designed to target select groups or a group of pupils for improvement, resulting in positive effects for these groups and others in the school.
 - The design of the intervention effectively identified and removed learning barriers.
 - The intervention was designed to include both programmatic and individual changes.

- 1.3 The school leader provides teachers and other educators with the professional development necessary to support pupil learning.
 - The school leader identifies and develops plans to overcome instructional barriers to pupil learning.
 - The school leader works collaboratively with others to analyze and use data to design and implement professional development opportunities necessary to advance pupil learning.
 - The school leader develops the intervention to include opportunities for sustained professional development of teachers in areas targeted to support the pupil learning.

- 1.4 The school leader develops an inclusive school that exhibits a climate that is conducive to learning and respects and honors different cultures and individual differences.
 - The intervention demonstrates that learning by ALL pupil groups, especially those that may not have historically succeeded, is a priority.
 - The intervention acknowledges and values the cultures of the pupils and engages stakeholders in all activities of the initiative.

- The school leader developing the intervention ensures the process is implemented in a way that promotes learning in a safe, equitable, and supportive manner.
- The school leader recognizes the effect the intervention has on stakeholders, supports them throughout the process, and works to assure that their work is communicated to the wider community.

1.5 The school leader builds effective relationships to support change.

- The school leader involves and communicates with all key stakeholders at the inception and throughout the development and implementation of the intervention as a means for communicating actions and eliciting feedback to improve the process.
- The school leader demonstrates willingness and an eagerness to hear different perspectives and thoughtful disagreement by actively seeking out those views as a way to strengthen the intervention and to anticipate possible problems.
- The school leader honors, celebrates, and recognizes the work of individuals and/or the team in a balanced manner.

1.6 The school leader reflects on practice and uses the analysis to improve future practice.

- The school leader reflects on his/her advocacy for pupil learning and uses the analysis to identify specific changes that he/she will make in future interventions.
- The school leader uses reflections and lessons learned to promote the professional development of others and guide future practice.

A complete rubric is available in Appendix A.

Prepare Entry

Your materials for Entry One should have a header that includes the words “Entry One,” your candidate identification number, and the page number (e.g., 1-1, 1-2, 1-3). The entry should begin with the narrative – Description, Analysis and Reflection headings, in that order. All artifacts must also be numbered and organized in the sequence they were discussed in the narrative.

Checklist of Entry Contents

- Contextual information, two (2) pages
- Narrative of up to twelve (12) pages meeting formatting requirements
- Description
- Analysis
- Reflection
- The focus of the entry on a specific intervention in your school or district designed to close the achievement gap between pupil groups
- Up to fifteen (15) pages of artifacts providing evidence for your narrative (A ten [10] minute audio or video representation for an artifact replaces one written page of artifacts)
- Your narrative addresses all six (6) evaluation components

Formatting Requirement Checklist

Written materials must comply with the following requirements. Submissions that do not comply with the requirements will not be assessed. Materials will be returned to the candidate and may be resubmitted during the following year.

YES	Checklist Item
	Is each entry based on a separate and different activity/initiative?
	Is 12-point font used?
	Is Times New Roman, Garamond, Arial, or Helvetica font used?
	Is line spacing 1.5 (1 ½)?
	Is the margin 1 inch on all sides?
	Does every page include a header?
	Does the header include: <ul style="list-style-type: none"> • Candidate identification number • Entry number • Entry title • Licensure area seeking • Page number • Correct type numbering or lettering for the various sections of each entry?
	Are contextual information pages numbered using i and ii? (see sample)
	Is the contextual information (total of two (2) pages) included at the beginning of each entry? The two (2) pages of contextual information are not included in the total number of pages allowed for each entry. Contextual information is required.
	Are sections within each entry labeled as “description,” “analysis,” and “reflection”?
	Are narrative pages numbered in sequence 1, 2, 3...and included on the top right-hand corner of the page?
	Are artifact pages lettered and numbered in sequence on the top right-hand corner of the page? The first artifact should be A, the second artifact should be B, etc. If there are multiple pages to the artifact they should be lettered and then numbered (e.g., A page 1, A page 2, A page 3 for the first three (3) pages of the first artifact, B for the second artifact).
	Did you ensure the number of pages does not exceed the number required for each entry?
	Have you properly saved your portfolio on four (4) flash drives?
	Are copies of all work, artifacts, and photos legible and readable? Artifacts must be legible and readable when the file is opened and require no manipulation (e.g. enlarging, rotating) by the assessor. Entries that are not legible or readable will not be assessed. Note: You are strongly encouraged to include artifacts in .pdf format.
	Is the required video included in the specified portfolio entry and correctly labeled with your identification number and entry number?
	Have you proofread and edited your portfolio entries?

Entry-1-at-a-Glance

Administrator Entry One: *The Administrator as an Advocate for Pupil Learning*

In this entry you will demonstrate how you advocate for pupil learning through creating a positive learning environment in your work as an administrator. The focus of the entry will be on a specific intervention in your school or district that was designed to close the achievement gap between pupil groups. You will provide a detailed narrative and use a variety of artifacts to describe the intervention. Using research and best practice, demonstrate how you involved stakeholders and used data while grounding the change in your vision and/or mission. Demonstrate how you used the Wisconsin Administrator Standards and professional development to create, implement, and sustain an intervention. This is your opportunity to demonstrate how you advocate for pupil learning through creating a positive learning environment in your work as an administrator.

As you prepare your entry, keep in mind that you are primarily providing evidence for Wisconsin Administrator Standards 1, 2, 3, 4 and 7.

Standard 1: The administrator has an understanding of and demonstrates competence in the Wisconsin Teacher standards.

Standard 2: The administrator leads by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared by the school and community.

Standard 3: The administrator manages by advocating, nurturing and sustaining a culture and instructional program conducive to pupil learning and staff professional growth.

Standard 4: The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient and effective learning environment.

Standard 7: The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

In preparation for this entry, think about the ways in which you have worked to close the achievement gap between pupil groups within your school or district. What would you identify as evidence of your success in improving pupil achievement for a group of pupils in your school or district? What are the products that you would use as evidence of these successes? Once you have identified the intervention and targeted pupil groups, you can begin to write the narrative and assemble the supporting evidence described in the next section.

What you will produce	How your work will be evaluated
<p>A Narrative.....</p> <p>Description (suggested 2 pages) <i>What specific intervention was designed to close the achievement gap between pupil groups in your school and/or district?</i> <i>How was this intervention connected to your vision of teaching and learning?</i> <i>What pupil groups were involved in the intervention?</i> <i>What was your specific role in the intervention?</i> <i>What role did teachers and other educators have in the intervention?</i> <i>How was the intervention supported by research/best practice?</i> <i>What barriers to pupil success needed to be addressed by the intervention?</i> <i>What other programs, practices, or cultural aspects of the school/district were impacted by this intervention?</i></p> <p>Analysis (suggested 8 pages) <i>What were the diverse types of data used to indicate an intervention was needed and why were these data used? (Std 1 and Std 2)</i> <i>What did multiple sources of data demonstrate about pupil achievement over time? (Std 3)</i> <i>What effect did various stakeholders have in the development, implementation, and success of the intervention? (Std 1)</i> <i>Explain how the intervention promotes equity and a culture of high expectations for pupil achievement? (Std 3)</i> <i>What evidence is there that the needs of pupils and families were kept at the forefront of the intervention? (Std 7)</i> <i>What was done to support and develop teachers in alignment with the Wisconsin Teacher Standards in the implementation of the intervention, and to what extent were these efforts successful? (Std 1 and Std 3)</i> <i>What opportunities were provided for sustained professional development to support the intervention and advance pupil learning?</i> <i>What impact did the intervention have on providing a safe, efficient, and effective learning environment? (Std 4)</i> <i>What was done to honor, celebrate, and recognize successes and contributions? (Std 3)</i> <i>How did the intervention impact pupil learning? (Std 3)</i></p>	<p>1.1 The school leader demonstrates a vision of teaching and learning that is focused on pupil learning and that builds on Wisconsin Teacher Standards and research and best practice that support learning. <i>The intervention builds on improved instruction as articulated in the Wisconsin Teacher Standards, resulting in a positive impact on pupil learning and achievement.</i> <i>The school leader collects and accurately analyzes multiple sources of data to identify the need, inform decision-making, and assess the effectiveness of the initiative, guided by research and best practice.</i> <i>The school leader assures the diverse data are from multiple sources and includes multiple measures.</i> <i>The intervention is connected to and consistent with your vision of teaching and learning.</i></p> <p>1.2 The school leader designs interventions that will impact the needs of all pupils. <i>The intervention was designed to target select groups or a group of pupils for improvement, resulting in positive effects for these groups and others in the school.</i> <i>The design of the intervention effectively identified and removed learning barriers.</i> <i>The intervention was designed to include both programmatic and individual changes.</i></p> <p>1.3 The school leader provides teachers and other educators with the professional development necessary to support pupil learning. <i>The school leader identifies and develops plans to overcome instructional barriers to pupil learning.</i> <i>The school leader works collaboratively with others to analyze and use data to design and implement professional development opportunities necessary to advance pupil learning.</i> <i>The school leader develops the intervention to include opportunities for sustained professional development of teachers in areas targeted to support the pupil learning.</i></p> <p>1.4 The school leader develops an inclusive school that exhibits a climate that is conducive to learning and respects and honors different cultures and individual differences. <i>The intervention demonstrates that learning by ALL pupil groups, especially those that may not have historically succeeded, is a priority.</i> <i>The intervention acknowledges and values the cultures of the pupils and engages stakeholders in all activities of the initiative.</i></p>

What you will produce	How your work will be evaluated
<p>Reflection (suggested 2 pages) <i>How effective was the intervention and how do you know?</i> <i>What might you do differently with the implementation of the intervention if you had to do it over again?</i> <i>What challenges were overcome, and what challenges still need to be overcome?</i> <i>What have you learned that you will use to sustain the intervention?</i></p> <p>Supported by Artifacts <i>You may include fifteen (15) pages of artifacts that illustrate or provide evidence in support of your written narrative. Please make specific reference to the artifacts in your narrative. The context and examples that you use to illustrate your advocacy for pupil learning will guide the type of artifacts that you use. For this entry artifacts might include: Data to show increased pupil learning (pupil and/or district assessments); Plan to reallocate resources: Plan for reallocating space: Before and after data; Survey data; External evaluation; Organizational tools; Awards and/or external recognition; Report to the Board of Education; Performance Report Card; or other documents that help to illustrate your narrative</i></p>	<p><i>The school leader developing the intervention ensures the process is implemented in a way that promotes learning in a safe, equitable, and supportive manner.</i> <i>The school leader recognizes the effect the intervention has on stakeholders, supports them throughout the process, and works to assure that their work is communicated to the wider community.</i></p> <p>1.5 The school leader builds effective relationships to support change. <i>The school leader involves and communicates with all key stakeholders at the inception and throughout the development and implementation of the intervention as a means for communicating actions, and eliciting feedback to improve the process.</i> <i>The school leader demonstrates willingness and an eagerness to hear different perspectives and thoughtful disagreement by actively seeking out those views as a way to strengthen the intervention and to anticipate possible problems.</i> <i>The school leader honors, celebrates, and recognizes the work of individuals and/or the team in a balanced manner.</i></p> <p>1.6 The school leader reflects on practice and uses the analysis to improve future practice. <i>The school leader reflects on his/her advocacy for pupil learning and uses the analysis to identify specific changes that he/she will make in future interventions.</i> <i>The school leader uses reflections and lessons learned to promote the professional development of others and to guide future practice.</i></p>

Entry 2

Entry 2 – The Administrator as a Communicator and Change Agent

Overview

In this entry you will communicate your role as an agent of change in your school or district and use a variety of artifacts and a video from your practice to illustrate the ways in which you have facilitated and communicated the change process to other stakeholders, how you have grounded the change in research/best practice, and the role communication played in implementing the change. This is your opportunity to demonstrate your communication skills and your ability to effect change as an administrator. You will focus on one change initiative in which you were instrumental.

You will prepare the following materials that comprise entry two:

- 1)** A written narrative, not to exceed twelve (12) pages, that includes: a *description* of the intervention, an *analysis* of the intervention, and your *reflection* on the intervention. You may vary the number of pages within each section, but the total together may not exceed 12.
- 2)** A collection of artifacts, not to exceed fifteen (15) pages, that provides illustration and evidentiary support for the statements made in the narrative. Artifacts might be data from state and/or district assessments, performance report cards, awards or external evaluation, or other documentation that will substantiate the written narrative. Each ten (10) minute visual or audio submission of an artifact equals one (1) written page of the artifacts.
- 3)** A video that supports your narrative and shows your exemplary leadership. The video must demonstrate ways in which you have worked with any or all of the following six (6) stakeholder groups to promote a single change initiative: pupils, families, community, outside agencies, district staff (pupil services, teachers, administration, support staff, board of education), and professional organizations. You must be an active participant in the video showing your leadership and collaboration in promoting the positive change. The video can include up to three (3) distinct segments but cannot exceed a total of 30 minutes. Your narrative must describe the setting of the video and explain your actions. See page 23 for video guidelines.

As you prepare your entry, keep in mind that you are primarily providing evidence for Wisconsin Administrator Standards 2, 3, 4, 5, 6 and 7.

Standard 2: The administrator leads by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared by the school community.

Standard 3: The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

Standard 4: The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient and effective learning environment.

Standard 5: The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 6: The administrator acts with integrity, fairness, and in an ethical manner.

Standard 7: The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

In preparation for this entry, think about a change that you initiated in your school or district. The change can be a procedure, process, attitude, or environment. What would you point to as evidence of your success in facilitating the change and communicating the change in your school, district, or community? What are the products that you would use as evidence of these successes? Once you have identified the specific change that you will highlight in this entry, you can begin to write the narrative, develop a video of your leadership activities, and assemble the supporting evidence described in the next section.

The Narrative and Supporting Evidence

You will begin by writing a three (3) part narrative (not to exceed twelve [12] pages) that includes descriptive, analytic, and reflective sections and responds to the questions that follow. The narrative may be supported by up to fifteen (15) pages of artifacts. (A ten [10] minute of audio or visual artifact replaces one (1) written page of artifacts.) The narrative may be supported by up to fifteen (15) pages of artifacts and **must** be supported by a thirty (30) minute video.

Description (suggested 2 pages)

What change effort are you highlighting for this entry?

What was the goal?

How was this change connected to pupil learning and achievement?

How did you facilitate the initiation of this change (procedures, process, attitude, or environmental) process in your district, schools, and/or school?

What was the impetus for the change?

Who were the key stakeholders involved in the change?

How did you facilitate the implementation of the change?

What kind of communication tools and styles did you use with internal and external groups during the change process?

How was the change grounded in research/best practice?

Analysis (suggested 8 pages)

How was research-based best practice used in the change process? (Standards 1 and Standard 3)

What data were collected and how was it analyzed and used to inform the change process? (Standard 2)

What evidence is there you involved, motivated, engaged and supported a variety of stakeholders in the change process? (Standards 2, Standard 3, and Standard 5)

How did you build effective relationships to support the change process? (Standard 3)

What effect did various stakeholders (e.g., parents, teachers, community members) have in the development, implementation, and success of the change process? (Standard 1)

In what ways were teachers and/or stakeholders provided with professional development to support the change? (Standard 1)

What was done to honor, celebrate, and recognize successes and contributions? (Standard 3)

What internal and external challenges, including the different perspectives and varying views of stakeholders, occurred during the intervention, and how did you manage these challenges? (Standard 5)

What feedback was collected, and how was it used during the change process? (Standard 3)

How were decisions made in obtaining, allocating, or reallocating resources (e.g., time, financial, personnel, professional development) to support the change process? (Standard 4)

What evidence do you have of how you treated all stakeholders fairly, equitably, with dignity, and respect? (Standard 6)

What opportunities and what challenges were presented by laws, regulations, and policies that affected the change and how did you address these? (Standard 7)

What role did communication with internal and external constituents have in promoting the change? (Standards 2 and Standard 3)

What impact did the change have on the programs, practices, and/or culture of the school/district? (Standard 3)

Reflection (suggested 2 pages)

How effective was the change initiative?

What evidence do you have to support your beliefs?

What communication and facilitation tools, styles, and strategies worked most effectively for you, and how do you know?

What did you learn that will inform your practice in regard to your communication and facilitation skills?

What modifications in communication and facilitation would you recommend to sustain the change?

How will you use what you learned through this change initiative to support other educators involved in this or future initiatives?

Artifacts (up to 15 pages)

You may include up to fifteen (15) pages of artifacts that illustrate or provide evidence in support of your written narrative. Please make specific reference to the artifacts in your narrative.

The context and examples that you use to illustrate your role as a change agent will guide the type of artifacts that you use.

For this entry artifacts might include:

- Implementation plans (i.e., Technology, PI34, Co-curricular)
- Media reports (i.e., TV, newspaper, newsletters, radio, etc.)
- A new budget process
- Resource materials
- Video (i.e., discussion or study group)
- Minutes
- Agendas
- Other documents that help to illustrate your narrative

The Evaluation of Entry 2

The evaluation of your performance will address the following five indicators:

- 2.1 Changes in the school or district are data-based, build on research and/or best practice, connect to the school district's vision and mission, and impact pupil learning.
 - The school leader collects and accurately analyzes multiple sources of data to identify the need, inform decision-making, and assess the effectiveness of the initiative, guided by research and best practice.
 - The school leader assures the diverse data are from multiple sources and includes multiple measures.
 - The change is connected to and consistent with your vision of teaching and learning.
 - The change has a positive impact on pupil learning and achievement.
- 2.2 The school leader effectively facilitates and manages the change process.
 - The school leader develops processes and procedures to manage the change process that anticipate internal and external challenges and the competing interests of the stakeholders and implements them in an effective and fair way.
 - The school leader obtains, allocates, and effectively uses personnel, financial, and time resources that are necessary to sustain the change process.
 - The school leader identifies and implements sustained professional development for all key stakeholders to support the change process.
 - The school leader implements change in an ethical way that follows the letter and the spirit of applicable laws, regulations, policies, and procedures.

2.3 The school leader builds effective relationships to support change.

- The work of the change is representative of the stakeholders. The leader works collaboratively, inclusively, and recognizes individual needs, while finding common ground to meet the goal.
- The school leader recognizes the effect of the change process on stakeholders, supports them throughout the initiative, and works to assure that their work is communicated to the wider community.
- The school leader honors, recognizes, and celebrates the work of individuals and/or the team in a balanced manner.

2.4 The school leader makes effective use of internal and external communication to support change.

- The school leader involves and communicates with all key stakeholders at the inception and throughout the development and implementation of the change as a means for communicating actions, involving others, and eliciting feedback that can improve the change.
- The school leader demonstrates willingness and an eagerness to hear different perspectives and thoughtful disagreement by actively seeking out those views as a way to strengthen the initiative and to anticipate possible problems.
- The school leader effectively varies the communication methods and techniques to match the audience and purpose of the communication.

2.5 The school leader reflects on practice and uses the analysis to improve future practice.

- The school leader reflects on the implications of his/her leadership and uses the analysis to identify specific changes that he/she will make in future change initiatives.
- The school leader uses reflections and lessons learned to promote the professional development of others and guide future practice.

A complete rubric is available in Appendix A

Prepare Entry

Your materials for Entry Two should have a header that includes the words “Entry Two,” your candidate identification number, and the page number (e.g., 2-1, 2-2, 2-3). The entry should begin with the narrative – Description, Analysis, and Reflection headings, in that order. All artifacts must also be numbered and organized in the sequence they were discussed in the narrative. Label the thirty (30) minute video with your identification number.

Checklist of Entry Contents

- Contextual information, two (2) pages
- Narrative of up to twelve (12) pages meeting formatting requirements
- Description
- Analysis
- Reflection
- The focus of the entry on a specific change initiative you spearheaded.
- A video of up to thirty (30) minutes documenting your exemplary performance as a change agent
- Up to fifteen (15) pages of artifacts providing evidence of your narrative (A ten [10] minute audio or video representation of an artifact replaces one written page of artifacts)
- Your narrative addresses all five (5) evaluation components

Formatting Requirement Checklist

Written materials must comply with the following requirements. Submissions that do not comply with the requirements will not be assessed. Materials will be returned to the candidate and may be resubmitted during the following year.

YES	Checklist Item
	Is each entry based on a separate and different activity/initiative?
	Is 12-point font used?
	Is Times New Roman, Garamond, Arial, or Helvetica font used?
	Is line spacing 1.5 (1 ½)?
	Is the margin 1 inch on all sides?
	Does every page include a header?
	Does the header include: <ul style="list-style-type: none"> • Candidate identification number • Entry number • Entry title • Licensure area seeking • Page number • Correct type numbering or lettering for the various sections of each entry?
	Are contextual information pages numbered using i and ii? (see sample)
	Is the contextual information (total of two (2) pages) included at the beginning of each entry? The two (2) pages of contextual information are not included in the total number of pages allowed for each entry. Contextual information is required.
	Are sections within each entry labeled as “description,” “analysis,” and “reflection”?
	Are narrative pages numbered in sequence 1, 2, 3...and included on the top right-hand corner of the page?
	Are artifact pages lettered and numbered in sequence on the top right-hand corner of the page? The first artifact should be A, the second artifact should be B, etc. If there are multiple pages to the artifact they should be lettered and then numbered (e.g., A page 1, A page 2, A page 3 for the first three (3) pages of the first artifact, B for the second artifact).
	Did you ensure the number of pages does not exceed the number required for each entry?
	Have you properly saved your portfolio on four (4) flash drives?
	Are copies of all work, artifacts, and photos legible and readable? Artifacts must be legible and readable when the file is opened and require no manipulation (e.g. enlarging, rotating) by the assessor. Entries that are not legible or readable will not be assessed. Note: You are strongly encouraged to include artifacts in .pdf format.
	Is the required video included in the specified portfolio entry and correctly labeled with your identification number and entry number?
	Have you proofread and edited your portfolio entries?

Entry-2 at-a-Glance

Administrator Entry Two: *The Administrator as a Communicator and Change Agent*

In this entry you will communicate your role as an agent of change in your school or district and use a variety of artifacts and a video from your practice to illustrate the ways in which you have facilitated and communicated the change process to other stakeholders, how you have grounded the change in research/best practice, and the role communication played in implementing the change. This is your opportunity to demonstrate your communication skills and your ability to effect change as an administrator. You will focus on one change initiative in which you were instrumental.

As you prepare your entry, keep in mind that you are primarily providing evidence for Wisconsin Administrator Standards 2, 3, 4, 5, 6 and 7.

Standard 2: The administrator leads by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared by the school community.

Standard 3: The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

Standard 4: The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient and effective learning environment.

Standard 5: The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 6: The administrator acts with integrity, fairness, and in an ethical manner.

Standard 7: The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

In preparation for this entry, think about a change that you initiated in your school or district. The change can be a procedure, process, attitude, or environment. What would you point to as evidence of your success in facilitating the change and communicating the change in your school, district, or community? What are the products that you would use as evidence of these successes? Once you have identified the specific change that you will highlight in this entry, you can begin to write the narrative, develop a video of your leadership activities, and assemble the supporting evidence described in the next section.

What you will produce	How your work will be evaluated
<p>A Narrative.....</p> <p>Description (suggested 2 pages) <i>What change effort are you highlighting for this entry?</i> <i>What was the goal?</i> <i>How was this change connected to pupil learning and achievement?</i> <i>How did you facilitate the initiation of this change (procedures, process, attitude, or environmental) process in your district, schools and/or school?</i> <i>What was the impetus for the change?</i> <i>Who were the key stakeholders involved in the change?</i> <i>How did you facilitate the implementation of the change?</i> <i>What kind of communication tools and styles did you use with internal and external groups during the change process?</i> <i>How was the change grounded in research/best practice?</i></p> <p>Analysis (suggested 8 pages) <i>How was research-based best practice used in the change process? (Std 1 and Std 3)</i> <i>What data were collected, and how was it analyzed and used to inform the change process? (Std 2)</i> <i>What evidence is there you involved, motivated, engaged and supported a variety of stakeholders in the change process? (Std 2, Std 3, and Std 5)</i> <i>How did you build effective relationships to support the change process? (Std 3)</i> <i>What effect did various stakeholders (e.g., parents, teachers, community members) have in the development, implementation, and success of the change process? (Std 1)</i> <i>In what ways were teachers and/or stakeholders provided with professional development to support the change? (Std 1)</i> <i>What was done to honor, celebrate, and recognize successes and contributions? (Std 3)</i> <i>What internal and external challenges, including the different perspectives and varying views of stakeholders, occurred during the intervention and how did you manage these challenges? (Std 5)</i> <i>What feedback was collected, and how was it used during the change process? (Std 3)</i> <i>How were decisions made in obtaining, allocating, or reallocating resources (e.g., time, financial, personnel, professional development) to support the change process? (Std 4)</i></p>	<p>2.1 Changes in the school or district are data-based, build on research and/or best practice, connect to the school district’s vision and mission, and impact pupil learning. <i>The school leader collects and accurately analyzes multiple sources of data to identify the need, inform decision-making, and assess the effectiveness of the initiative, guided by research and best practice.</i> <i>The school leader assures the diverse data are from multiple sources and includes multiple measures.</i> <i>The change is connected to and consistent with your vision of teaching and learning.</i> <i>The change has a positive impact on pupil learning and achievement.</i></p> <p>2.2 The school leader effectively facilitates and manages the change process. <i>The school leader develops processes and procedures to manage the change process that anticipate internal and external challenges and the competing interests of the stakeholders and implements them in an effective and fair way.</i> <i>The school leader obtains, allocates, and effectively uses personnel, financial, and time resources that are necessary to sustain the change process.</i> <i>The school leader identifies and implements sustained professional development for all key stakeholders to support the change process.</i> <i>The school leader implements change in an ethical way that follows the letter and the spirit of applicable laws, regulations, policies, and procedures.</i></p> <p>2.3 The school leader builds effective relationships to support change. <i>The work of the change is representative of the stakeholders. The leader works collaboratively, inclusively, and recognizes individual needs, while finding common ground to meet the goal.</i> <i>The school leader recognizes the effect of the change process on stakeholders, supports them throughout the initiative, and works to assure that their work is communicated to the wider community.</i> <i>The school leader honors, recognizes, and celebrates the work of individuals and/or the team in a balanced manner.</i></p>

What you will produce	How your work will be evaluated
<p><i>What evidence do you have of how you treated all stakeholders fairly, equitably, with dignity and with respect? (Std 6)</i></p> <p><i>What opportunities and what challenges were presented by laws, regulations, and policies that affected the change, and how did you address these? (Std 7)</i></p> <p><i>What role did communication with internal and external constituents have in promoting the change? (Std 2 and Std 3)</i></p> <p><i>What impact did the change have on the programs, practices, and/or culture of the school/district? (Std 3)</i></p> <p>Reflection (suggested 2 pages)</p> <p><i>How effective was the change initiative?</i></p> <p><i>What evidence do you have to support your beliefs?</i></p> <p><i>What communication and facilitation tools, styles, and strategies worked most effectively for you, and how do you know?</i></p> <p><i>What did you learn that will inform your practice in regard to your communication and facilitation skills?</i></p> <p><i>What modifications in communication and facilitation would you recommend to sustain the change?</i></p> <p><i>How will you use what you learned through this change initiative to support other educators involved in this or future initiatives?</i></p> <p>Supported by Artifacts</p> <p><i>You may include up to fifteen (15) pages of artifacts that illustrate or provide evidence in support of your written narrative. Please make specific reference to the artifacts in your narrative. The context and examples that you use to illustrate your role as a change agent will guide the type of artifacts that you use. For this entry artifacts might include: implementation plans (i.e., technology, PI 34, co-curricular), media reports (i.e., TV, newspaper, newsletters, radio, etc.), a new budget process, resource materials, video (i.e., discussion or study group), minutes, agendas, or other documents that help to illustrate your narrative.</i></p>	<p>2.4 The school leader makes effective use of internal and external communication to support change.</p> <p><i>The school leader involves and communicates with all key stakeholders at the inception and throughout the development and implementation of the change as a means for communicating actions, involving others, and eliciting feedback that can improve the change.</i></p> <p><i>The school leader demonstrates willingness and an eagerness to hear different perspectives and thoughtful disagreement by actively seeking out those views as a way to strengthen the initiative and to anticipate possible problems.</i></p> <p><i>The school leader effectively varies the communication methods and techniques to match the audience and purpose of the communication.</i></p> <p>2.5 The school leader reflects on practice and uses the analysis to improve future practice.</p> <p><i>The school leader reflects on the implications of his/her leadership and uses the analysis to identify specific changes that he/she will make in future change initiatives.</i></p> <p><i>The school leader uses the reflections and lessons learned to promote professional development of others and to guide future practice.</i></p>

Entry 3

Entry 3 – The Administrator as a Leader in Building Community

Overview

In this entry you will communicate your leadership with families and/or the community and use a variety of artifacts from your practice to illustrate the ways in which you have cultivated a partnership, how you have nurtured and sustained the partnership, and how you have worked collaboratively with members of the partnership. The partnership must be external to the school environment. This is your opportunity to demonstrate the way family and/or community partnerships are reflected in your work as an administrator.

You will prepare the following materials that comprise entry three:

- 1)** A written narrative, not to exceed twelve (12) pages, that includes: a *description* of the intervention, an *analysis* of the intervention, and your *reflection* on the intervention. You may vary the number of pages within each section but the total together may not exceed 12 pages.
- 2)** A collection of artifacts, not to exceed fifteen (15) pages, that provide illustration and evidentiary support for the statements made in the narrative. Artifacts might be data from state and/or district assessments, performance report cards, awards or external evaluation, or other documentation that will substantiate the written narrative. Each ten (10) minute visual or audio submission of an artifact equals one (1) written page of artifacts.

As you prepare your entry, keep in mind that you are primarily providing evidence for Wisconsin Administrator Standards 3, 4, 5, and 7.

Standard 3: The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

Standard 4: The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient and effective learning environment.

Standard 5: The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 7: The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

In preparation for this entry, think about the ways in which you have demonstrated leadership within the community through a community partnership with business, industry, parents, organizations, and/or other stakeholders. What would you point to as evidence of your success in using partnerships to work collaboratively with members of the community? Once you have identified the

context and the focus, you can begin to write the narrative and assemble the supporting evidence described in the next section.

The Narrative and Supporting Evidence

You will begin by writing a three (3) part narrative (not to exceed twelve [12] pages) that includes descriptive, analytic, and reflective sections and responds to the questions that follow. The narrative may be supported by up to fifteen (15) pages of artifacts. (A ten [10] minute of audio or visual artifact replaces one written page of artifacts.)

Description (suggested 2 pages)

What is the specific community partnership you cultivated?

How is this partnership connected to your vision and mission, and how does it impact pupil learning and achievement?

What was your role in developing and implementing the partnership?

How have you nurtured and sustained the partnership?

How did you work collaboratively with others on the partnership?

Analysis (suggested 8 pages)

*What data supported the importance of collaborating with these particular partners?
(Standard 5 and Standard 7)*

What data were collected, and how was it analyzed and used to inform the work of the partnership? (Standard 5 and Standard 7)

What effect did various stakeholders/partners (both internal and external) have on the establishment and ongoing work of the partnership? (Standard 7)

What challenges do the different perspectives and varying views of these stakeholders/partners present in the work of the partnership, and how do you address these differences?(Standard 3)

*What was done to honor, celebrate, and recognize successes and contributions of partners?
(Standard 3)*

What evidence is there that the needs of families and communities were kept at the forefront of this partnership? (Standard 5)

How were decisions made in obtaining, allocating, or reallocating resources for the management of this initiative? (Standard 4)

In what ways have you assured that the leadership and ongoing work of the partnership is a shared responsibility? (Standard 5 and Standard 7)

What internal and external challenges did the partnership present, and how have you addressed them? (Standard 4 and Standard 7)

What evidence is there the partnership supports your vision and mission? (Standard 3)

In what ways have you communicated the importance of this and other school-community partnerships? (Standard 5 and Standard 7)

Reflection (suggested 2 pages)

What worked well with this partnership? What evidence do you have to support these beliefs?

What might you do differently with the implementation and ongoing development of the partnership if you had to do it over again?

What did you learn that will inform your practice in the future?

What changes would you recommend for the continuation of the partnership?

How will you use what you have learned through this partnership to support other educators in this or future partnerships?

Artifacts

You may include up to fifteen (15) pages of artifacts that illustrate or provide evidence in support of your written narrative. Please make specific reference to the artifacts in your narrative.

The context and examples that you use to illustrate your partnership will guide the type of artifacts that you use.

For this entry artifacts might include:

- Summary lists of participants
- Letters from community organizations
- Newspaper articles
- Awards/external recognition
- Partnership program
- Evaluation of the program
- Presentations and related materials
- Or other documents that help to illustrate your narrative.

The Evaluation of Entry 3

The evaluation of your performance will address the following seven indicators:

3.1 The partnership is integral to the vision of teaching and learning.

- The partnership is connected to and consistent with your vision of teaching and learning.
- The partnership has a positive impact on pupil learning and achievement.

3.2 The partnership involves broad representation from the community and engages the members of the partnership in critical aspects of the partnership's work.

- The school leader involves and communicates with all key stakeholders at the inception and throughout the development and implementation of the partnership as a means for communicating actions and eliciting feedback to improve the partnership.

- The school leader demonstrates willingness and an eagerness to hear different perspectives and thoughtful disagreement by actively seeking out those views as a way to strengthen the partnership and to anticipate possible problems.
- The school leader honors, celebrates, and recognizes the work of individuals and/or the team in a balanced manner.

3.3 The establishment of the partnership and the decisions it makes are data-driven.

- The school leader collects and accurately analyzes multiple sources of data to identify the need, inform decision-making, and assess the effectiveness of the partnership.
- The school leader assures the diverse data are from multiple sources and includes multiple measures.

3.4 The school leader effectively manages resources.

- The school leader obtains, allocates, and effectively uses personnel, financial, and time resources that are necessary to sustain the partnership.
- The school leader assures resources primarily impact the teaching/learning environment and support a successful partnership.
- The school leader manages human resources to create a partnership that is supported by shared leadership and whose sustainability is not dependent on one or two individuals.

3.5 The school leader effectively manages the challenges of implementing the partnership.

- The school leader develops processes and procedures to manage the work of the partnership that anticipate internal and external challenges and the competing interests of the stakeholders and implements them in an effective and fair way.

3.6 The school leader values school-community partnerships.

- The school leader has established a partnership that connects the school and community, reflects the values of both the school and the community, and equally benefits the school and the community.
- The school leader communicates that partnerships are an integral part of the school culture.

3.7 The school leader reflects on practice and uses the analysis to improve future practice.

- The school leader reflects on the implications of his/her leadership and uses the analysis to identify specific changes that he/she will make in future partnerships.
- The school leader uses reflections and lessons learned to promote professional development of others and guide future practice.

A complete rubric is available in Appendix A

Prepare Entry

Your materials for Entry Three should have a header that includes the words “Entry Three,” your candidate identification number, and the page number (e.g., 3-1, 3-2, 3-3). The entry should begin with the narrative – Description, Analysis, and Reflection headings, in that order. All artifacts must also be numbered and organized in the sequence they were discussed in the narrative.

Checklist of Entry Contents

- Contextual information, two (2) pages
- Narrative of up to twelve (12) pages meeting formatting requirements.
- Description
- Analysis
- Reflection
- The focus of the entry on a partnership you cultivated
- Up to fifteen (15) pages of artifacts providing evidence for your narrative. (A ten [10] minute audio or video representation of an artifact replaces one written page of artifacts)
- Your narrative addresses all seven (7) evaluation components

Formatting Requirement Checklist

Written materials must comply with the following requirements. Submissions that do not comply with the requirements will not be assessed. Materials will be returned to the candidate and may be resubmitted during the following year.

YES	Checklist Item
	Is each entry based on a separate and different activity/initiative?
	Is 12-point font used?
	Is Times New Roman, Garamond, Arial, or Helvetica font used?
	Is line spacing 1.5 (1 ½)?
	Is the margin 1 inch on all sides?
	Does every page include a header?
	Does the header include: <ul style="list-style-type: none"> • Candidate identification number • Entry number • Entry title • Licensure area seeking • Page number • Correct type numbering or lettering for the various sections of each entry?
	Are contextual information pages numbered using i and ii? (see sample)
	Is the contextual information (total of two (2) pages) included at the beginning of each entry? The two (2) pages of contextual information are not included in the total number of pages allowed for each entry. Contextual information is required.
	Are sections within each entry labeled as “description,” “analysis,” and “reflection”?
	Are narrative pages numbered in sequence 1, 2, 3...and included on the top right-hand corner of the page?
	Are artifact pages lettered and numbered in sequence on the top right-hand corner of the page? The first artifact should be A, the second artifact should be B, etc. If there are multiple pages to the artifact they should be lettered and then numbered (e.g., A page 1, A page 2, A page 3 for the first three (3) pages of the first artifact, B for the second artifact).
	Did you ensure the number of pages does not exceed the number required for each entry?
	Have you properly saved your portfolio on four (4) flash drives?
	Are copies of all work, artifacts, and photos legible and readable? Artifacts must be legible and readable when the file is opened and require no manipulation (e.g. enlarging, rotating) by the assessor. Entries that are not legible or readable will not be assessed. Note: You are strongly encouraged to include artifacts in .pdf format.
	Is the required video included in the specified portfolio entry and correctly labeled with your identification number and entry number?
	Have you proofread and edited your portfolio entries?

Entry-3-at-a-Glance

Administrator Entry Three: *The Administrator as a Leader in Building Community*

In this entry you will communicate your leadership with families and/or the community and use a variety of artifacts from your practice to illustrate the ways in which you have cultivated a partnership; how you have nurtured and sustained the partnership; and how you have worked collaboratively with members of the partnership. The partnership must be external to the school environment. This is your opportunity to demonstrate the way family and/or community partnerships are reflected in your work as an administrator.

As you prepare your entry, keep in mind that you are primarily providing evidence for Wisconsin Administrator Standards 3, 4, 5, and 7.

Standard 3: The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

Standard 4: The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient and effective learning environment.

Standard 5: The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 7: The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

In preparation for this entry, think about the ways in which you have demonstrated leadership within the community through a community partnership with business, industry, parents, organizations, and/or other stakeholders. What would you point to as evidence of your success in using partnerships to work collaboratively with members of the community? Once you have identified the context and the focus, you can begin to write the narrative and assemble the supporting evidence described in the next section.

What you will produce	How your work will be evaluated
<p>A Narrative.....</p> <p>Description (suggested 2 pages) <i>What is the specific community partnership you cultivated?</i> <i>How is this partnership connected to your vision and mission, and how does it impact pupil learning and achievement?</i> <i>What was your role in developing and implementing the partnership?</i> <i>How have you nurtured and sustained the partnership?</i> <i>How did you work collaboratively with others on the partnership?</i></p> <p>Analysis (suggested 8 pages) <i>What data supported the importance of collaborating with these particular partners? (Std 5, Std 7)</i> <i>What data were collected, and how was it analyzed and used to inform the work of the partnership? (Std 5, 7)</i> <i>What effect did various stakeholders/partners (both internal and external) have on the establishment and ongoing work of the partnership? (Std 7)</i> <i>What challenges do the different perspectives and varying views of these stakeholders/partners present in the work of the partnership, and how do you address these differences? (Std 3)</i> <i>What was done to honor, celebrate, and recognize successes and contributions of partners? (Std 3)</i> <i>What evidence is there that the needs of families and communities were kept at the forefront of this partnership? (Std 5)</i> <i>How were decisions made in obtaining, allocating, or reallocating resources for the management of this initiative? (Std 4)</i> <i>In what ways have you assured that the leadership and ongoing work of the partnership is a shared responsibility? (Std 5, Std 7)</i> <i>What internal and external challenges did the partnership present, and how have you addressed them? (Std 4, Std 7)</i> <i>What evidence is there the partnership supports your vision and mission? (Std 3)</i> <i>In what ways have you communicated the importance of this and other school-community partnerships? (Std 5, Std 7)</i></p>	<p>3.1 The partnership is integral to the vision of teaching and learning. <i>The partnership is connected to and consistent with your vision of teaching and learning.</i> <i>The partnership has a positive impact on pupil learning and achievement.</i></p> <p>3.2 The partnership involves broad representation from the community and engages the members of the partnership in critical aspects of the partnership’s work. <i>The school leader involves and communicates with all key stakeholders at the inception and throughout the development and implementation of the partnership as a means for communicating actions and eliciting feedback that can improve the partnership.</i> <i>The school leader demonstrates willingness and an eagerness to hear different perspectives and thoughtful disagreement by actively seeking out those views as a way to strengthen the partnership and to anticipate possible problems.</i> <i>The school leader honors, celebrates, and recognizes the work of individuals and/or the team in a balanced manner.</i></p> <p>3.3 The establishment of the partnership and the decisions it makes are data-driven. <i>The school leader collects and accurately analyzes multiple sources of data to identify the need, inform decision-making, and assess the effectiveness of the partnership.</i> <i>The school leader assures the diverse data are from multiple sources and includes multiple measures.</i></p> <p>3.4 The school leader effectively manages resources. <i>The school leader obtains, allocates, and effectively uses personnel, financial, and time resources that are necessary to sustain the partnership.</i> <i>The school leader assures resources primarily impact the teaching/learning environment and support a successful partnership.</i> <i>The school leader manages human resources to create a partnership that is supported by shared leadership and whose sustainability is not dependent on one or two individuals.</i></p>

What you will produce	How your work will be evaluated
<p>Reflection (suggested 2 pages) <i>What worked well with this partnership? What evidence do you have to support these beliefs?</i> <i>What might you do differently with the implementation and ongoing development of the partnership if you had to do it over again?</i> <i>What did you learn that will inform your practice in the future?</i> <i>What changes would you recommend for the continuation of the partnership?</i> <i>How will you use what you have learned through this partnership to support other educators in this or future partnerships?</i></p> <p>Supported by Artifacts <i>You may include up to fifteen (15) pages of artifacts that illustrate or provide evidence in support of your written narrative. Please make specific reference to the artifacts in your narrative. The context and examples that you use to illustrate your partnership will guide the type of artifacts that you use. For this entry artifacts might include: summary lists of participants, letters from community organizations, newspaper articles, awards/external recognition, partnership program, evaluation of the program, presentations and related materials, or other documents that help to illustrate your narrative.</i></p>	<p>3.5 The school leader effectively manages the challenges of implementing the partnership. <i>The school leader develops processes and procedures to manage the work of the partnership that anticipate internal and external challenges and the competing interests of the stakeholders and implements them in an effective and fair way.</i></p> <p>3.6 The school leader values school-community partnerships. <i>The school leader has established a partnership that connects the school and the community, reflects the values of both the school and the community, and equally benefits the school and the community.</i> <i>The school leader communicates that partnerships are an integral part of the school culture.</i></p> <p>3.7 The school leader reflects on practice and uses the analysis to improve future practice. <i>The school leader reflects on the implications of his/her leadership and uses the analysis to identify specific changes that he/she will make in future partnerships.</i> <i>The school leader uses reflections and lessons learned to promote the professional development of others and guide future practice.</i></p>

Entry 4

Entry 4 – The Administrator as a Manager of the Organization

Overview

In this entry you will communicate your management skills and strategies to improve organizational effectiveness within your school or district. Through a specific initiative (program or process) you will demonstrate how you used resources and data, how you structured the management of the initiative, how you involved stakeholders, and how you used the program to improve organizational effectiveness. This is your opportunity to demonstrate the way your management skills and strategies that guide you in your work as an administrator.

You will prepare the following materials that comprise entry four:

- 1) A written narrative, not to exceed twelve (12) pages, that includes: a *description* of the intervention, an *analysis* of the intervention, and your *reflection* on the intervention. You may vary the number of pages within each section but the total number may not exceed 12.
- 2) A collection of artifacts, not to exceed fifteen (15) pages, that provides illustration and evidentiary support for the statements made in the narrative. Artifacts might be data from state and/or district assessments, performance report cards, awards or external evaluation, or other documentation that will substantiate the written narrative. Each ten (10) minute visual or audio submission of an artifact equals one (1) written page of artifacts.

As you prepare your entry, keep in mind that you are primarily providing evidence for Wisconsin Administrator Standards 1, 3, 4, 5 and 7.

Standard 1: The administrator has an understanding of and demonstrates competence in the Wisconsin Teacher standards.

Standard 3: The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

Standard 4: The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient and effective learning environment.

Standard 5: The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 7: The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

In preparation for this entry, think about the ways in which your management skills and strategies are most evident in your school or district. What would you identify as evidence of your success in using your managerial skills to improve organizational effectiveness in your school or district? What are the products that you would use as evidence of these successes? Once you have identified the specific initiative that will provide the context and the focus, you can begin to write the narrative and assemble the supporting evidence described in the next section.

The Narrative and Supporting Evidence

You will begin by writing a three (3) part narrative (not to exceed twelve [12] pages) that includes descriptive, analytic, and reflective sections and responds to the questions that follow. The narrative may be supported by up to fifteen (15) pages of artifacts. A ten (10) minute of audio or visual artifact replaces one written page of artifacts.

Description (suggested 2 pages)

Describe the specific initiative to improve organizational effectiveness within the school/district.

Describe the management skills and strategies you brought to the initiative.

Describe how this initiative was connected to your vision and mission.

Describe the status quo prior to the intervention.

What resources and data were required?

What procedures were used to manage the initiative?

What stakeholders were involved in the management of the initiative?

What challenges (if any) were identified in fulfilling the initiative?

Analysis (suggested 8 pages)

How was research-based best practice used in this initiative? (Standard 1 and Standard 3)

What data were collected and how was it used within the management of this initiative? (Standard 4)

What evidence is there you involved, motivated, engaged, and supported a variety of stakeholders in the initiative? (Standards 4 and Standard 5)

How did you build and manage effective relationships to support the initiative? (Standard 5)

What effect did teachers and other stakeholders (e.g., parents, teachers, community members) have in the development, implementation, and success of the initiative? (Standard 1)

What was done to honor, celebrate, and recognize successes and contributions? (Standard 3)

What internal and external challenges, including the different perspectives and varying views of stakeholders, occurred during the intervention, and how did you manage these challenges? (Standard 5)

What management skills did you use to identify, prioritize, and address challenges presented by the initiative? (Standard 4)

What feedback was solicited, who was it solicited from, and how was it used in the management of the initiative? (Standard 5)

How were decisions made in obtaining, allocating, or reallocating resources (e.g., time, financial, personnel, professional development) for the management of this initiative? (Standard 4)

In what ways were teachers and/or stakeholders supported throughout the management of this initiative? (Standard 1)

What opportunities and what challenges were presented by laws, regulations, policies, and procedures that affected the change and how did you address these? (Standard 7)

How did the management of this program positively impact teaching and learning? (Standard 3)

Reflection (suggested 2 pages)

How effective was the management of this initiative? What evidence do you have to support your beliefs?

What management practices worked well, and how do you know?

What might you do differently if you had to do it over again?

What did you learn that will inform your management practice?

What management changes would you recommend for the continuation of this program?

How will you use what you learned through this initiative to support other educators involved in this or future initiatives?

Artifacts (up to 15 pages)

You may include up to fifteen (15) pages of artifacts that illustrate or provide evidence in support of your written narrative. Please make specific reference to the artifacts in your narrative.

The context and examples that you use to illustrate your organizational/management skills will guide the type of artifacts that you use.

For this entry artifacts might include:

- Data management process
- Evidence of successful grant writing and implementation
- Flow chart
- Timelines
- Organizational chart
- Policies

- Formulas
- Communication (i.e., memos, e-mails, newsletters)
- Press releases
- Awards
- Training
- Using identified criteria (i.e., Baldrige Award, Effective Schools, Blue Ribbons Schools)
- Certification of completion
- Presentations
- Budget samples
- Or other documents that help to illustrate your narrative

The Evaluation of Entry 4

The evaluation of your performance will address the following seven indicators:

- 4.1 The initiative is connected to the school district's vision and mission, promotes professional development for key stakeholders, and impacts the teaching and learning environment.
 - The management initiative is connected to and consistent with your vision of teaching and learning.
 - The school leader identifies and implements sustained professional development for all key stakeholders to support the initiative.
 - The school leader nurtures and furthers a teaching and learning environment that values diversity.

- 4.2 Changes to improve organizational effectiveness within the school or district build on research and/or best practice and use data to inform practice.
 - The school leader collects and accurately analyzes multiple sources of data to identify the need, inform decision-making, and assess the effectiveness of the initiative, guided by research and best practice.
 - The school leader assures the diverse data are from multiple sources and includes multiple measures.

- 4.3 The school leader builds effective relationships to support and sustain stakeholder involvement in the initiative.
 - The school leader involves and communicates with all key stakeholders at the inception and throughout the development and implementation of the initiative as a means for communicating actions and eliciting feedback to improve the initiative.
 - The school leader demonstrates willingness and an eagerness to hear different perspectives and thoughtful disagreement by actively seeking out those views as a way to strengthen the initiative and to anticipate possible problems.
 - The school leader honors, celebrates, and recognizes the work of individuals and/or the team in a balanced manner.

- 4.4 The school leader effectively manages the challenges of implementing the initiative.
- The school leader develops processes and procedures to manage the initiative that anticipate internal and external challenges and the competing interests of the stakeholders and implements them in an effective and fair way.
- 4.5 The school leader effectively manages resources to support the initiative.
- The school leader obtains, allocates, and effectively uses personnel, financial, and time resources that are necessary to sustain the management initiative.
 - The school leader assures resources primarily impact the teaching/learning environment and support a successful initiative.
- 4.6 The school leader executed the initiative in compliance with laws, regulations, and policies and in an open, ethical, and fair manner.
- The school leader completes the initiative in a way that adheres to district policies and operational procedures while assuring other participants followed applicable laws, regulations, and policies.
 - The school leader implements the initiative in an ethical way that follows the letter and the spirit of applicable, laws, regulations, policies, and procedures.
- 4.7 The school leader reflects on practice and uses the analysis to improve future practice.\
- The school leader reflects on his/her leadership and uses the analysis to identify specific changes that he/she will make in future initiatives.
 - The school leader uses reflections and lessons learned about the initiative to guide future practice.

A complete rubric is available in Appendix A.

Prepare Entry

Your materials for Entry Four should have a header that includes the words “Entry Four,” your candidate identification number, and the page number (e.g., 4-1, 4-2, 4-3). The entry should begin with the narrative – Description, Analysis, and Reflection headings, in that order. All artifacts must also be numbered and organized in the sequence they were discussed in the narrative.

Checklist of Entry Contents

- Contextual information, two (2) pages
- Narrative of up to twelve (12) pages meeting formatting requirements
- Description
- Analysis
- Reflection
- The focus of the entry on your management skills
- Up to fifteen (15) pages of artifacts providing evidence for your narrative (A ten [10] minute audio or video representation of an artifact replaces a written page of artifacts)
- Your narrative addresses all seven (7) evaluation components

Formatting Requirement Checklist

Written materials must comply with the following requirements. Submissions that do not comply with the requirements will not be assessed. Materials will be returned to the candidate and may be resubmitted during the following year.

YES	Checklist Item
	Is each entry based on a separate and different activity/initiative?
	Is 12-point font used?
	Is Times New Roman, Garamond, Arial, or Helvetica font used?
	Is line spacing 1.5 (1 ½)?
	Is the margin 1 inch on all sides?
	Does every page include a header?
	Does the header include: <ul style="list-style-type: none"> • Candidate identification number • Entry number • Entry title • Licensure area seeking • Page number • Correct type numbering or lettering for the various sections of each entry?
	Are contextual information pages numbered using i and ii? (see sample)
	Is the contextual information (total of two (2) pages) included at the beginning of each entry? The two (2) pages of contextual information are not included in the total number of pages allowed for each entry. Contextual information is required.
	Are sections within each entry labeled as “description,” “analysis,” and “reflection”?
	Are narrative pages numbered in sequence 1, 2, 3...and included on the top right-hand corner of the page?
	Are artifact pages lettered and numbered in sequence on the top right-hand corner of the page? The first artifact should be A, the second artifact should be B, etc. If there are multiple pages to the artifact they should be lettered and then numbered (e.g., A page 1, A page 2, A page 3 for the first three (3) pages of the first artifact, B for the second artifact).
	Did you ensure the number of pages does not exceed the number required for each entry?
	Have you properly saved your portfolio on four (4) flash drives?
	Are copies of all work, artifacts, and photos legible and readable? Artifacts must be legible and readable when the file is opened and require no manipulation (e.g. enlarging, rotating) by the assessor. Entries that are not legible or readable will not be assessed. Note: You are strongly encouraged to include artifacts in .pdf format.
	Is the required video included in the specified portfolio entry and correctly labeled with your identification number and entry number?
	Have you proofread and edited your portfolio entries?

Entry-4-at-a-Glance

Administrator Entry Four: *The Administrator as a Manager of the Organization*

In this entry you will communicate your management skills and strategies to improve organizational effectiveness within your school or district. Through a specific initiative (program or process), you will demonstrate how you used resources and data, how you structured the management of the initiative, how you involved stakeholders, and how you used the program to improve organizational effectiveness. This is your opportunity to demonstrate the way your management skills and strategies guide you in your work as an administrator.

As you prepare your entry, keep in mind that you are primarily providing evidence for Wisconsin Administrator Standards 1, 3, 4, 5 and 7.

Standard 1: The administrator has an understanding of and demonstrates competence in the Wisconsin Teacher standards.

Standard 3: The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

Standard 4: The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient and effective learning environment.

Standard 5: The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 7: The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

In preparation for this entry, think about the ways in which your management skills and strategies are most evident in your school or district. What would you identify as evidence of your success in using your managerial skills to improve organizational effectiveness in your school or district? What are the products that you would use as evidence of these successes? Once you have identified the specific initiative that will provide the context and the focus, you can begin to write the narrative and assemble the supporting evidence described in the next section.

What you will produce	How your work will be evaluated
<p>A Narrative..... Description (suggested 2 pages) <i>Describe the specific initiative to improve organizational effectiveness within the school/district.</i> <i>Describe the management skills and strategies you brought to the initiative.</i> <i>Describe how this initiative was connected to your vision and mission.</i> <i>Describe the status quo prior to the intervention.</i> <i>What resources and data were required?</i> <i>What procedures were used to manage the initiative?</i> <i>What stakeholders were involved in the management of the initiative?</i> <i>What challenges (if any) were identified in fulfilling the initiative?</i></p> <p>Analysis (suggested 8 pages) <i>How was research-based best practice used in this initiative? (Std 1, Std 3)</i> <i>What data were collected and how was it used within the management of this initiative? (Std 4)</i> <i>What evidence is there you involved, motivated, engaged, and supported a variety of stakeholders in the initiative? (Std 4, Std 5)</i> <i>How did you build and manage effective relationships to support the initiative? (Std 5)</i> <i>What effect did teachers and other stakeholders (e.g., parents, teachers, community members) have in the development, implementation, and success of the initiative? (Std 1)</i> <i>What was done to honor, celebrate, and recognize successes and contributions? (Std 3)</i> <i>What internal and external challenges, including the different perspectives and varying views of stakeholders, occurred during the intervention, and how did you manage these challenges? (Std 5)</i> <i>What management skills did you use to identify, prioritize, and address challenges presented by the initiative? (Std 4)</i> <i>What feedback was solicited, who was it solicited from, and how was it used in the management of the initiative? (Std 5)</i> <i>How were decisions made in obtaining, allocating, or reallocating resources (e.g., time, financial, personnel, and professional development) for the management of this initiative? (Std 4)</i></p>	<p>4.1 The initiative is connected to the school district's vision and mission, promotes professional development for key stakeholders, and impacts the teaching and learning environment. <i>The management initiative is connected to and consistent with your vision of teaching and learning.</i> <i>The school leader identifies and implements sustained professional development for all key stakeholders to support the initiative.</i> <i>The school leader nurtures and furthers a teaching and learning environment that values diversity.</i></p> <p>4.2 Changes to improve organizational effectiveness within the school or district build on research and/or best practice and use data to inform practice. <i>The school leader collects and accurately analyzes multiple sources of data to identify the need, inform decision-making, and assess the effectiveness of the initiative, guided by research and best practice.</i> <i>The school leader assures the diverse data are from multiple sources and includes multiple measures.</i></p> <p>4.3 The school leader builds effective relationships to support and sustain stakeholder involvement in the initiative. <i>The school leader involves and communicates with all key stakeholders at the inception and throughout the development and implementation of the initiative as a means for communicating actions and eliciting feedback to improve the initiative.</i> <i>The school leader demonstrates willingness and an eagerness to hear different perspectives and thoughtful disagreement by actively seeking out those views as a way to strengthen the initiative and to anticipate possible problems.</i> <i>The school leader honors, celebrates, and recognizes the work of individuals and/or the team in a balanced manner.</i></p>

What you will produce	How your work will be evaluated
<p><i>In what ways were teachers and/or stakeholders supported throughout the management of this initiative? (Std 1)</i></p> <p><i>What opportunities and challenges were presented by laws, regulations, policies, and procedures that affected the change, and how did you address these? (Std 7)</i></p> <p><i>How did the management of this program positively impact teaching and learning? (Std 3)</i></p> <p>Reflection (suggested 2 pages)</p> <p><i>How effective was the management of this initiative? What evidence do you have to support your beliefs?</i></p> <p><i>What management practices worked well, and how do you know?</i></p> <p><i>What might you do differently if you had to do it over again?</i></p> <p><i>What did you learn that will inform your management practice?</i></p> <p><i>What management changes would you recommend for the continuation of this program?</i></p> <p><i>How will you use what you learned through this initiative to support other educators involved in this or future initiatives?</i></p> <p>Supported by Artifacts</p> <p><i>You may include up to fifteen (15) pages of artifacts that illustrate or provide evidence in support of your written narrative. Please make specific reference to the artifacts in your narrative. The context and examples that you use to illustrate your organizational management skills will guide the type of artifacts that you include. For this entry artifacts might include: data management process, evidence of successful grant writing and implementation, flow chart, timelines, organizational chart, policies, formulas, communication (i.e., memos, e-mails, newsletters), press releases, awards, training, using identified criteria (i.e., Baldrige Award, Effective Schools, Blue Ribbon Schools), certification of completion, presentations, budget samples, or other documents that help to illustrate your narrative.</i></p>	<p>4.4 The school leader effectively manages the challenges of implementing the initiative.</p> <p><i>The school leader develops processes and procedures to manage the initiative that anticipate internal and external challenges and the competing interests of the stakeholders and implements them in an effective and fair way.</i></p> <p>4.5 The school leader effectively manages resources to support the initiative.</p> <p><i>The school leader obtains, allocates, and effectively uses personnel, financial, and time resources that are necessary to sustain the management initiative.</i></p> <p><i>The school leader assures resources primarily impact the teaching/learning environment and support a successful initiative.</i></p> <p>4.6 The school leader executed the initiative in compliance with laws, regulations, and policies and in an open, ethical, and fair manner.</p> <p><i>The school leader completes the initiative in a way that adheres to district policies and operational procedures while assuring other participants followed applicable laws, regulations, and policies.</i></p> <p><i>The school leader implements the initiative in an ethical way that follows the letter and the spirit of applicable laws, regulations, policies, and procedures.</i></p> <p>4.7 The school leader reflects on practice and uses the analysis to improve future practice.</p> <p><i>The school leader reflects on his/her leadership and uses the analysis to identify specific changes that he/she will make in future initiatives.</i></p> <p><i>The school leader uses reflections and lessons learned about the initiative to guide future practice.</i></p>

Appendix A –Wisconsin Master Educator Assessment Rubrics for School Administrators

Entry 1 – The Administrator as an Advocate for Pupil Learning

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
1.1 The school leader demonstrates a vision of teaching and learning that is focused on pupil learning and that builds on Wisconsin Teacher Standards and research and best practice that support learning.	The intervention builds on improved instruction as articulated in the Wisconsin Teacher Standards, resulting in a positive impact on pupil learning and achievement.	The intervention has some connection to improving instruction and is described in terms of the Wisconsin Teacher Standards.	The intervention includes some focus on improved instruction, but the connection is very general or may not be an effective strategy to effect the improved learning.	There is little or no evidence of ways in which improved instruction is part of the intervention.
	The school leader collects and accurately analyzes multiple sources of data to identify the need, inform decision-making, and assess the effectiveness of the initiative, guided by research and best practice.	The school leader collects and accurately analyzes data to inform decision-making.	The school leader collects data to support decision-making, but many decisions are made based upon opinion or group deliberation without necessarily being supported by evidence.	The school leader makes little or no attempt to collect data or collects data that is unrelated to the purpose.
	The school leader assures the diverse data are from multiple sources and includes multiple measures.	The school leader collects data from multiple sources and includes multiple measures.	Data collection may include multiple sources; however, the use of the data, interpretation, or design of the data collection may be flawed.	The collection of the data are minimal, flawed, or wrong and used to make bad decisions.
	The intervention is connected to and consistent with your vision of teaching and learning.	The intervention is connected to your vision of teaching and learning.	The intervention may be connected in some ways with some aspects of your vision of teaching and learning, but this connection may be coincidental with no clear evidence of a deliberate planned connection.	The purpose of the intervention is unclear or has minimal or no connection to your vision of teaching and learning.

Entry 1 – The Administrator as an Advocate for Pupil Learning

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
1.2 The school leader designs interventions that will impact the needs of all pupils.	The intervention was designed to target select groups or a group of pupils for improvement, resulting in positive effects for these groups and others in the school.	The intervention was designed to affect one or more groups of pupils targeted for improvement.	The intervention had the potential to impact one or more groups of pupils, but the effect may have been the impact of a general improvement rather than a targeted effort.	The intervention was designed in a global manner with no groups of pupils clearly identified for improvement.
	The design of the intervention effectively identified and removed learning barriers.	The design of the intervention identified some learning barriers for this group of pupils.	The intervention may have identified and/or removed some learning barriers but missed other critical barriers for this group and the targeted learning.	The design of the intervention included limited identification of learning barriers or the barriers were global and not connected to the specific initiative.
	The intervention was designed to include both programmatic and individual changes.	The intervention was designed primarily to make programmatic changes.	The intervention may have had some individual changes, but these were not necessarily a systematic part of the plan.	The intervention had little or no direct connection to programmatic or individual changes.

Entry 1 – The Administrator as an Advocate for Pupil Learning

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
1.3 The school leader provides teachers and other educators with the professional development necessary to support pupil learning.	The school leader identifies and develops plans to overcome instructional barriers to pupil learning.	The school leader identifies instructional barriers to pupil learning.	The school leader attempts to identify instructional barriers to pupil learning, but they may be global or not specific to the targets of the intervention.	The intervention includes little or no attention to potential instructional barriers to pupil learning.
	The school leader works collaboratively with others to analyze and use data to design and implement professional development opportunities necessary to advance pupil learning.	The school leader works collaboratively with others to design and implement professional development opportunities necessary to advance pupil learning.	The school leader works collaboratively with others to design and implement professional development opportunities that may support pupil learning.	The school leader provides professional development opportunities with little or no connection to issues of pupil learning.
	The school leader develops the intervention to include opportunities for sustained professional development of teachers in areas targeted to support the pupil learning.	The individuals developing the intervention include professional development opportunities for teachers to support this intervention.	Instruction is viewed as one aspect for change but the plan, support for, or implementation of instructional change may have limited impact or may lack the detailed, targeted, and sustained professional development necessary to have a wide spread impact on learning.	Efforts to support the intervention through professional development are limited or tangential to the actual intervention.

Entry 1 – The Administrator as an Advocate for Pupil Learning

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
1.4 The school leader develops an inclusive school that exhibits a climate that is conducive to learning and respects and honors different cultures and individual differences.	The intervention demonstrates that learning by ALL pupil groups, especially those that may not have historically succeeded, is a priority.	The intervention demonstrates that learning by most pupil groups, especially some that may not have historically succeeded, is a focus of the initiative.	The intervention may be designed to improve learning for one or more groups. However, the efforts may be presented in a way that privileges the success of some groups over others. There is no broad context of improving learning for all.	The intervention is at a global level and shows little or no attention to groups of pupils. It may even create greater achievement gaps across groups.
	The intervention acknowledges and values the cultures of the pupils and engages stakeholders in all activities of the initiative.	The intervention respects and values the norms and cultures of the pupils.	The work of the intervention may acknowledge values and cultures of pupils and attend to some of these issues in design. However, some aspects of the design may actually be at odds with promoting learning within these groups.	The intervention does not take into account the values, norms, and cultures of pupils and their families and does not attend to these issues as critical to the success of the intervention.
	The school leader developing the intervention ensures the process is implemented in a way that promotes learning in a safe, equitable, and supportive manner.	The intervention is designed in a way that assures that targeted groups of pupils perceive the intervention as a regular part of their learning, not something that sets them apart from other learners.	The intervention may be designed or promoted in such a way that while it is perceived as a positive, some pupils or groups feel that they are being inappropriately singled out.	The intervention may be designed or implemented in a way that creates a perception that the targeted group of pupils is in some way contributing to their lack of achievement.
	The school leader recognizes the effect the intervention has on stakeholders, supports them throughout the process, and works to assure that their work is communicated to the wider community.	The school leader supports stakeholders throughout the intervention and works to assure that their work is communicated to the wider community.	The work of stakeholders is recorded and is shared with other groups, however not necessarily in ways that recognize the work of stakeholders.	Little or no support of stakeholders is evident.

Entry 1 – The Administrator as an Advocate for Pupil Learning

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
1.5 The school leader builds effective relationships to support change.	The school leader involves and communicates with all key stakeholders at the inception and throughout the development and implementation of the intervention as a means for communicating actions and eliciting feedback to improve the process.	The school leader involves and communicates with most key stakeholders throughout the development and implementation of the intervention as an opportunity for many voices to provide feedback at critical junctures in the development.	The school leader uses communication to keep stakeholders aware of the intervention and may invite feedback during the process; however, some stakeholders may not be included in the communication loop.	The school leader does not involve others and does not view communication as part of the intervention process. Most communication is one-way. Communication is primarily the communication of the outcomes of the intervention.
	The school leader demonstrates willingness and an eagerness to hear different perspectives and thoughtful disagreement by actively seeking out those views as a way to strengthen the intervention and to anticipate possible problems.	The school leader demonstrates a willingness to hear different perspectives and provides opportunities for those who disagree with the intervention to voice their concerns.	The school leader may create opportunities for feedback from individuals or groups who disagree with the intervention. However, in some instances these are simply designed to air the concerns and no real action results from the feedback.	Feedback may not be valued or welcome. Disagreement is viewed as obstructionism rather than an opportunity to anticipate possible problems.
	The school leader honors, celebrates, and recognizes the work of individuals and/or the team in a balanced manner.	The school leader recognizes the work of individuals and/or the team in a balanced manner.	The school leader may not recognize the types of support stakeholders need to sustain the commitment to working on a change initiative.	Little or no recognition or celebration of efforts is provided. Recognition is limited to stakeholders.

Entry 1 – The Administrator as an Advocate for Pupil Learning

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
1.6 The school leader reflects on practice and uses the analysis to improve future practice.	The school leader reflects on his/her advocacy for pupil learning and uses the analysis to identify specific changes that he/she will make in future interventions.	The school leader reflects on the implications of his/her advocacy for pupil learning and makes connections to ways his or her leadership might impact future change initiatives.	The school leader identifies ways in which future practice might change based upon the reflections.	There is little or no connection between lessons learned and future activities and practice.
	The school leader uses reflections and lessons learned to promote the professional development of others and guide future practice.	The school leader uses reflections to promote the professional development of others.	The school leader shares the reflections and lessons learned with others.	The school leader is unable or unwilling to use reflections to guide future practices.

Entry 2 - Communicator and Change Agent

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
2.1 Changes in the school or district are data-based, build on research and/or best practice, connect to the school district's vision and mission, and impact pupil learning.	The school leader collects and accurately analyzes multiple sources of data to identify the need, inform decision-making, and assess the effectiveness of the initiative, guided by research and best practice.	The school leader collects and accurately analyzes data to inform decision making.	The school leader collects data to support decision-making, but many decisions are made based upon opinion or group deliberation without necessarily being supported by evidence.	The school leader makes little or no attempt to collect data or collects data that is unrelated to the purpose.
	The school leader assures the diverse data are from multiple sources and includes multiple measures.	The school leader collects data from multiple sources and includes multiple measures.	Data collection may include multiple sources; however, the design of the data collection may be flawed in ways.	The analysis of the data are minimal, flawed, or wrong and is used to make bad decisions.
	The change is connected to and consistent with your vision of teaching and learning.	The change is connected to your vision of teaching and learning.	The change may be connected in some ways with some aspects of your vision of teaching and learning, but this connection may be coincidental with no clear evidence of a deliberate planned connection.	The purpose of the change is unclear or has minimal or no connection to your vision of teaching and learning.
	The change has a positive impact on pupil learning and achievement.	The change supports improved pupil learning.	The change has some positive impact on pupil learning and achievement, but there is no clear evidence of this impact.	There is little or no evidence of impact on pupil learning and achievement.

Entry 2 - Communicator and Change Agent

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
2.2 The school leader effectively facilitates and manages the change process.	The school leader develops processes and procedures to manage the change process that anticipate internal and external challenges and the competing interests of the stakeholders and implements them in an effective and fair way.	The school leader develops processes and procedures to manage the change process that anticipate some challenges and acknowledges competing interests of stakeholders and implements them in an effective way.	The school leader develops procedures to manage the change process; however, the implementation may include some successes and some problems that might have been avoided had the school leader anticipated specific challenges and conflicts that would surface due to competing interests.	Meetings are not organized around a set of established processes and procedures. There is no clear evidence stakeholders are working together. There is little or no recognition of possible challenges or competing interests of stakeholders. These are encountered as roadblocks to effective planning.
	The school leader obtains, allocates, and effectively uses personnel, financial, and time resources that are necessary to sustain the change process.	The school leader obtains and allocates the resources necessary for the change process to meet its goals and monitors the allocation and use of the resources throughout the change process.	The school leader identifies the resources necessary for the change but is unable to obtain most of the necessary resources to sustain the change.	The change lacks adequate resources to meet its goals, or resources are available but not used effectively.
	The school leader identifies and implements sustained professional development for all key stakeholders to support the change process.	The school leader identifies and implements professional development for some stakeholders to support the beginning of the change process.	The school leader identifies some areas of professional development; however, the professional development may not be targeted towards the change or may address only a few stakeholders.	The school leader provides little or no evidence of ways in which professional development will be provided to support the change.
	The school leader implements change in an ethical way that follows the letter and the spirit of applicable laws, regulations, policies, and procedures.	The school leader implements change in an ethical way that follows the letter of applicable laws, regulations, policies, and procedures.	The school leader follows the letter of applicable laws, regulations, and policies.	The description of the change suggests that some laws, regulations, or policies may have been ignored in the interest of expedient implementation of change.

Entry 2 - Communicator and Change Agent

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
2.3 The school leader builds effective relationships to support change.	The work of the change is representative of the stakeholders. The leader works collaboratively and inclusively and recognizes individual needs, while finding common ground to meet the goal.	The work of the change is primarily collaborative and inclusive. The core of the actions of the change represents the common ground of the key stakeholders.	The work of the change provides opportunities for stakeholders to influence decisions, but the actual decision-making authority rests primarily with the school leader. There may be processes or decisions that inadvertently diminish the efforts of important stakeholders.	The change provides limited opportunities for stakeholders to be involved in decision making. Some stakeholders may disengage from the process because the process does not respect their values or culture.
	The school leader recognizes the effect of the change process on stakeholders, supports them throughout the initiative, and works to assure that their work is communicated to the wider community.	The school leader supports stakeholders throughout the change and works to assure that their work is communicated to the wider community in ways that recognize all stakeholders.	The work of the change is somewhat collaborative; however, individuals or subgroups may exert a disproportionate influence on decision making effectively excluding others and their ideas.	The change is primarily a directive rather than a collaborative change effort. Participants are charged with implementing, not designing, the change.
	The school leader honors, recognizes, and celebrates the work of individuals and/or the team in a balanced manner.	The school leader recognizes the work of individuals and/or the team in a balanced manner.	Recognition is limited to some stakeholders.	Little or no recognition or celebration of efforts is provided.

Entry 2 - Communicator and Change Agent

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
2.4 The school leader makes effective use of internal and external communication to support change.	The school leader involves and communicates with all key stakeholders at the inception and throughout the development and implementation of the change as a means for communicating actions, involving others, and eliciting feedback that can improve the change.	The school leader involves and communicates with most key stakeholders throughout the development and implementation of the change as an opportunity for many voices to provide feedback at critical junctures in the development.	The school leader involves and communicates with stakeholders to keep them aware of the change and may invite feedback during the process; however, some stakeholders may not be included in the communications loop.	The school leader does not involve others and does not view communication as a part of the change process. Most communication is one-way. Communication is primarily the communication of the outcomes of the change initiative.
	The school leader demonstrates willingness and an eagerness to hear different perspectives and thoughtful disagreement by actively seeking out those views as a way to strengthen the initiative and to anticipate possible problems.	The school leader demonstrates a willingness to hear different perspectives and provides opportunities for those who disagree with the initiative to voice their concerns.	The school leader may create opportunities for feedback from individuals or groups who disagree with the change. However, in some instances these are simply designed to air the concerns and no real action results from the feedback.	Feedback may not be valued or welcome. Disagreement is viewed as obstructionism rather than an opportunity to anticipate possible problems.
	The school leader effectively varies the communication methods and techniques to match the audience and purpose of the communication.	The school leader uses a variety of methods and techniques to communicate with stakeholders.	Communication to individuals or groups primarily takes one or two forms and the process tends to be one-way communication.	There is little or no consideration of effective methods for communication.

Entry 2 - Communicator and Change Agent

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
2.5 The school leader reflects on practice and uses the analysis to improve future practice.	The school leader reflects on the implications of his/her leadership and uses the analysis to identify specific changes that he/she will make in future change initiatives.	The school leader reflects accurately on the implications of his/her leadership and makes connections to ways his or her leadership might change in future change initiatives.	The school leader identifies ways in which future practice might change.	There is little or no connection between lessons learned and future activities and practice.
	The school leader uses reflections and lessons learned to promote the professional development of others and guide future practice.	The school leader uses reflections to guide and inspire others.	The school leader shares the reflections and lessons with others.	The school leader isn't able or is unwilling to use these reflections to guide and inspire others.

Entry 3 - The Administrator as a Leader in Building Community

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
3.1 The partnership is integral to the vision of teaching and learning.	The partnership is connected to and consistent with your vision of teaching and learning.	The partnership is connected to your vision of teaching and learning.	The partnership may be connected in some ways with some aspects of your vision of teaching and learning, but this connection may be coincidental, with no clear evidence of a deliberate planned connection.	The purpose of the partnership is unclear or has minimal or no connection to your vision of teaching and learning.
	The partnership has a positive impact on pupil learning and achievement.	The partnership supports improved pupil learning.	The partnership has the potential to have a positive impact on pupil learning and achievement, but there is no clear evidence of this impact.	There is little or no evidence of impact on pupil learning and achievement.

Entry 3 - The Administrator as a Leader in Building Community

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
3.2 The partnership involves broad representation from the community and engages the members of the partnership in critical aspects of the partnership's work.	The school leader involves and communicates with all key stakeholders at the inception and throughout the development and implementation of the partnership as a means for communicating actions and eliciting feedback to improve the partnership.	The school leader uses involvement of and communication with most key stakeholders throughout the development and implementation of the partnership as an opportunity for many voices to provide feedback at critical junctures in the development.	The school leader uses communication to keep stakeholders aware of the partnership and may invite feedback during the process; however, some stakeholders may not be included in the communication loop.	The school leader does not involve others and does not view communication as part of the partnership. Most communication is one-way. Communication is primarily the communication of the outcomes of the intervention.
	The school leader demonstrates willingness and an eagerness to hear different perspectives and thoughtful disagreement by actively seeking out those views as a way to strengthen the partnership and to anticipate possible problems.	The school leader demonstrates a willingness to hear different perspectives and provides opportunities for those who disagree with the partnership to voice their concerns.	The school leader may create opportunities for feedback from individuals or groups who disagree with the partnership. However, in some instances these are simply designed to air the concerns and no real action results from the feedback.	Feedback may not be valued or welcome. Disagreement is viewed as obstructionism rather than an opportunity to anticipate possible problems.
	The school leader honors, celebrates, and recognizes the work of individuals and/or the team in a balanced manner.	The school leader recognizes the work of individuals and/or the team in a balanced manner.	The school leader may not recognize the types of support stakeholders need to sustain the commitment to working on the partnership.	Little or no recognition or celebration of efforts is provided. Recognition is limited to stakeholders.
3.3 The establishment of the partnership and the decisions it makes are data-driven.	The school leader collects and accurately analyzes multiple sources of data to identify the need, inform decision-making, and assess the effectiveness of the partnership.	The school leader collects and accurately analyzes data to inform decision-making.	The school leader collects data to support decision-making, but many decisions are made based upon opinion or group deliberation without necessarily being supported by evidence.	The school leader makes little or no attempt to collect data or collects data that is unrelated to the partnership.
	The school leader assures the diverse data are from multiple sources and includes multiple measures.	The school leader collects data from multiple sources and includes multiple measures.	Data collection may include multiple sources; however, the use, interpretation or design of data collection may be flawed.	The collection of the data are minimal, flawed, or wrong and used to make bad decisions.

Entry 3 - The Administrator as a Leader in Building Community

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
3.4 The school leader effectively manages resources.	The school leader obtains, allocates, and effectively uses personnel, financial, and time resources that are necessary to sustain the partnership.	The school leader obtains and allocates the resources necessary for the partnership to meet its goals and monitors the allocation and use of the resources throughout the partnership.	The school leader identifies the resources necessary for the partnership but is unable to obtain most of the necessary resources to sustain the partnership.	The partnership lacks adequate resources to meet its goals or resource are available but not used effectively.
	The school leader assures resources primarily impact the teaching/learning environment and support a successful partnership.	The school leader works to assure that resources for the partnership have an impact on the teaching/learning environment.	Resources for the partnership impact elements of the school or district, and there is some effect on the teaching/learning environment.	Resources for the partnership were expanded, but in some instances it may have been used to support efforts that would not directly impact changes in the teaching/learning environment.
	The school leader manages human resources to create a partnership that is supported by shared leadership and whose sustainability is not dependent on one or two individuals.	The school leader creates a partnership with shared responsibility. Some partners may be stronger than others or take on a greater portion of the work, but with direction, the partnership can be sustained even if one of these partners is lost.	There is an imbalance in the partnership. One or two partners really constitute the partnership. Other partners are partners in very limited ways. The partnership can not be sustained without the one or two primary partners.	The partnership is primarily the work of the school leader, and without his or her involvement the partnership will likely end.

Entry 3 - The Administrator as a Leader in Building Community

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
3.5 The school leader effectively manages the challenges of implementing the partnership.	The school leader develops processes and procedures to manage the work of the partnership that anticipate internal and external challenges and the competing interests of the stakeholders and implements them in an effective and fair way.	The school leader develops processes and procedures to manage the partnership that anticipates some challenges and acknowledges competing interests of stakeholders and implements them in an effective way.	The school leaders develops procedures to manage the partnership; however the implementation of the partnership may include some problems that may have been avoided had the school leader anticipated specific challenges and conflicts that would surface due to competing interests.	Meetings are not organized around a set of established rules and procedures. There is no clear evidence stakeholders are working together. There is little or no recognition of possible challenges or competing interests of stakeholders. These are encountered as roadblocks to effective planning.
3.6 The school leader values school-community partnerships.	The school leader has established a partnership that connects the school and the community, reflects the values of both the school and the community, and equally benefits the school and the community.	The school leader has established a partnership that connects the school and the community and is implemented in a way the benefits both the school and the community.	The school leader has established a partnership; however, the partnership may only benefit one of the partners.	The school leader establishes a partnership in name only.
	The school leader communicates that partnerships are an integral part of the school culture.	The school leader communicates partnerships are important. The school leader contributes to the partnership.	The school leader supports partnerships; however, participation in the partnership is not a priority.	The school leader clearly does not value the partnership and contributes little or nothing to the partnership.

Entry 3 - The Administrator as a Leader in Building Community

3.7 The school leader reflects on practice and uses the analysis to improve future practice.	The school leader reflects on the implications of his/her leadership and uses the analysis to identify specific changes that he/she will make in future partnerships.	The school leader reflects on the implications of his/her leadership and makes connections to ways his or her leadership might impact future partnerships.	The school leader identifies ways in which future practice might change based upon the reflections.	There is little or no connection between lessons learned and future activities and practice.
	The school leader uses reflections and lessons learned to promote professional development of others and guide future practice.	The school leader uses reflections to promote the partnership.	The school leader shares the reflections and lessons learned with others.	The school leader is unable or unwilling to use reflections to guide future practices.

Entry 4 - The Administrator as a Manager of the Organization

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
4.1 The initiative is connected to the school district's vision and mission, promotes professional development for key stakeholders, and impacts the teaching and learning environment.	The management initiative is connected to and consistent with your vision of teaching and learning.	The management initiative is connected to your vision of teaching and learning.	The management initiative may be connected in some ways with some aspects of your vision of teaching and learning, but this connection may be coincidental with no clear evidence of a deliberate, planned connection.	The purpose of the management initiative is unclear or has minimal or no connection to your vision of teaching and learning.
	The school leader identifies and implements sustained professional development for all key stakeholders to support the initiative. <i>May be N/A depending on the initiative</i>	The school leader identifies and implements professional development for some stakeholders to support the beginning of the initiative.	The school leader identifies some areas of professional development; however, the professional development may not be targeted towards the initiative or may address only a few stakeholders.	The school leader provides little or no evidence of ways in which professional development will be provided to support the change.
	The school leader nurtures and furthers a teaching and learning environment that values diversity. <i>May be N/A depending on the initiative</i>	The school leader creates a teaching and learning environment that values diversity.	The school leader attempts to create a learning environment that values diversity.	There is little evidence the environment is conducive to diversity.

Entry 4 - The Administrator as a Manager of the Organization

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
4.2 Changes to improve organizational effectiveness within the school or district build on research and/or best practice and use data to inform practice.	The school leader collects and accurately analyzes multiple sources of data to identify the need, inform decision-making, and assess the effectiveness of the initiative, guided by research and best practice.	The school leader collects and accurately analyzes data to inform decision-making.	The school leader collects data to support decision-making, but many decisions are made based upon opinion or group deliberation without necessarily being supported by evidence.	The school leader makes little or no attempt to collect data or collects data that is unrelated to the purpose.
	The school leader assures the diverse data are from multiple sources and includes multiple measures.	The school leader collects data from multiple sources and includes multiple measures.	Data collection may include multiple sources; however, the use of the data, interpretation, or design of the data collection may be flawed.	The collection of the data are minimal, flawed, or wrong and used to make bad decisions.
4.3 The school leader builds effective relationships to support and sustain stakeholder involvement in the initiative.	The school leader involves and communicates with all key stakeholders at the inception and throughout the development and implementation of the initiative as a means for communicating actions and eliciting feedback to improve the initiative.	The school leader involves and communicates with most key stakeholders throughout the development and implementation of the initiative as an opportunity for many voices to provide feedback at critical junctures in the development.	The school leader communicates to keep stakeholders aware of the initiative and may invite feedback during the process; however, some stakeholders may not be included in the communication loop.	The school leader does not involve others and does not view communication as part of the initiative. Most communication is one-way. Communication is primarily the communication of the outcomes of the initiative.
	The school leader demonstrates willingness and an eagerness to hear different perspectives and thoughtful disagreement by actively seeking out those views as a way to strengthen the initiative and to anticipate possible problems.	The school leader demonstrates a willingness to hear different perspectives and provides opportunities for those who disagree with the initiative to voice their concerns.	The school leader may create opportunities for feedback from individuals or groups who disagree with the initiative. However, in some instances these are simply designed to air the concerns and no real action results from the feedback.	Feedback may not be valued or welcome. Disagreement is viewed as obstructionism rather than an opportunity to anticipate possible problems.

Entry 4 - The Administrator as a Manager of the Organization

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
	The school leader honors, celebrates, and recognizes the work of individuals and/or the team in a balanced manner.	The school leader recognizes the work of individuals and/or the team in a balanced manner.	The school leader may not recognize the types of support stakeholders need to sustain the commitment to working on a change initiative.	Little or no recognition or celebration of efforts is provided. Recognition is limited to some stakeholders.
4.4 The school leader effectively manages the challenges of implementing the initiative.	The school leader develops processes and procedures to manage the initiative that anticipate internal and external challenges and the competing interests of the stakeholders and implements them in an effective and fair way.	The school leader develops processes and procedures to manage the initiative that anticipate some challenges and acknowledges competing interests of stakeholders and implements them in an effective way.	The school leader develops procedures to manage the initiative; however, the implementation may include some successes and some problems that might have been avoided had the school leader anticipated specific challenges and conflicts that would surface due to competing interests.	Meetings are not organized around a set of established processes and procedures. There is no clear evidence stakeholders are working together. There is little or no recognition of possible challenges or competing interests of stakeholders. These are encountered as roadblocks to effective planning.
4.5 The school leader effectively manages resources to support the initiative.	The school leader obtains, allocates, and effectively uses personnel, financial, and time resources that are necessary to sustain the management initiative.	The school leader obtains and allocates the resources necessary for the change process to meet its goals and monitors the allocation and use of the resources throughout the management initiative.	The school leader identifies the resources necessary for the change but is unable to obtain most of the necessary resources to sustain the management initiative.	The management initiative lacks adequate resources to meet its goals, or resources are available but not used effectively.
	The school leader assures resources primarily impact the teaching/learning environment and support a successful initiative.	The school leader works to assure that resources for the initiative have an impact on the teaching/learning environment.	Resources for the initiative impact elements of the school or district and there is some effect on the teaching/learning environment.	Resources for the initiative were expanded, but in some instances it may have been used to support efforts that would not directly impact changes in the teaching/learning environment.

Entry 4 - The Administrator as a Manager of the Organization

PERFORMANCE Indicator	4 (Advanced) Clear, convincing, consistent evidence*	3 (Proficient) Clear evidence*	2 (Basic) Limited evidence*	1 (Minimal) Little or no evidence*
4.6 The school leader executed the initiative in compliance with laws, regulations, and policies and in an open, ethical, and fair manner.	The school leader completes the initiative in a way that adheres to district policies and operational procedures while assuring other participants followed applicable laws, regulations, and policies.	The school leader completes the initiative in a way that demonstrated an understanding and application of district operational policies and procedures.	The school leader followed most district operational procedures, as did most participants.	The description of the initiative suggests that some district procedures may have been ignored or circumvented by the school leader, or other participants may have been allowed to ignore procedures.
	The school leader implements the initiative in an ethical way that follows the letter and the spirit of applicable laws, regulations, policies, and procedures.	The school leader implements the initiative in an ethical way that follows the letter of applicable laws, regulations, policies, and procedures.	The school leader follows the letter of applicable laws, regulations, and policies.	The description of the initiative suggests that some laws, regulations, or policies may have been ignored in the interest of expedient implementation of change.
4.7 The school leader reflects on practice and uses the analysis to improve future practice.	The school leader reflects on his/her leadership and uses the analysis to identify specific changes that he/she will make in future initiatives.	The school leader reflects on the implications of his/her leadership and makes connections to ways his or her leadership might impact future change initiatives.	The school leader identifies ways in which future practice might change based upon the reflections.	There is little or no connection between lessons learned and future activities and practice.
	The school leader uses reflections and lessons learned about the initiative to guide future practice.	The school leader uses reflections on the initiative to promote understanding by others.	The school leader shares the reflections and lessons learned with others.	The school leader is unable or unwilling to use reflections to guide future practices.

Appendix B - Confidentiality

PRIVACY AND CONFIDENTIALITY CONCERNS FOR VIDEOS

Producing the Video

In the production of the video recording, the educator must consider the privacy concerns of others in the recording. Before video recording, the educator should get permission to video record from the person(s) being video recorded. For example, if the educator is recording a classroom, he or she should consult the school board policy. If the board does not have a policy, the educator should get permission from the appropriate administrator of the building, district or school board. If the educator is recording a public event, he or she should get permission from that entity. If the educator is recording at an institution of higher education, he or she must get permission from the institution.

Sharing the Video with Others

Depending on how the video is produced, who maintains it, and if it individually identifies a pupil, it may be considered a pupil record. If it is a pupil record, then Wis. Stat. §118.125 and FERPA (Family Education Rights and Privacy Act, 34 CFR 99) must be followed. The following information will allow the educator and school district to determine whether the record is a pupil record, and if so, what must be done to release the record. In addition, the educator must consider the school board policies that may provide more confidentiality protections. If there is doubt as to whether it is a pupil record, it is best to err on the side of the pupil and treat the record accordingly.

Definition of Pupil Record

State Law:

Pupil Records Under Wis. Stat. 118.125, “pupil records” means all records relating to individual pupils maintained by a school but does not include any of the following: 1) notes or records maintained for personal use by a teacher or other person who is required by the state superintendent under s. 115.28 (7) to hold a certificate, license or permit if such records and notes are not available to others, 2) records necessary for, and available only to persons involved in, the psychological treatment of a pupil, or 3) law enforcement unit records. This same law defines a “record” as any material on which written, drawn, printed. Spoken, visual or electromagnetic information is recorded or preserved, regardless of physical form or characteristics.

Federal Law:

Education records. (34 CFR 99.3) (a) The term means those records that are:

- (1) Directly related to a pupil; and
 - (2) Maintained by an educational agency or institution or by a party acting for the agency or institution.
- (b) The term does not include:
- (1) Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.
 - (2) Records of the law enforcement unit of an educational agency or institution, subject to the provisions of Sec. 99.8.

- (3) (i) Records relating to an individual who is employed by an educational agency or institution, that:
 - (A) Are made and maintained in the normal course of business;
 - (B) Relate exclusively to the individual in that individual's capacity as an employee; and
 - (C) Are not available for use for any other purpose.
- (3) (ii) Records relating to an individual in attendance at the agency or institution who is employed as a result of his or her status as a pupil are education records and not excepted under paragraph (b)(3)(i) of this definition.

Restrictions on Disclosure

State Law

Confidentiality. Wis. Stat. § 118.125(2)(2) All pupil records maintained by a public school shall be confidential, except as provided in pars. (a) to (m) and sub. (2m). The school board shall adopt regulations to maintain the confidentiality of such records.

Exceptions: Wis. Stat. § 118.125(2)(g)

- (1) The school board may provide any public officer with any information required to be maintained under chs. 115 to 121.
- (2) Upon request by the department, the school board shall provide the department with any information contained in a pupil record that relates to an audit or evaluation of a federal or state-supported program or that is required to determine compliance with requirements under chs. 115 to 121. The department shall keep confidential all pupil records provided to the department by a school board.

Federal Law

Confidentiality: *34 CFR 99.30 Under what conditions is prior consent required to disclose information?*

- (a) The parent or eligible pupil shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the pupil's education records, except as provided in Sec. 99.31.

Exceptions: *34 CFR 99.31 Under what conditions is prior consent not required to disclose information?*

- (a) An educational agency or institution may disclose personally identifiable information from an education record of a pupil without the consent required by Sec. 99.30 if the disclosure meets one or more of the following conditions:
 - (3) The disclosure is, subject to the requirements of Sec. 99.35, to authorized representatives of—
 - (iv) State and local educational authorities.

34 CFR 99.35 What conditions apply to disclosure of information for Federal or State program purposes?

- (a) The officials listed in Sec. 99.31(a)(3) may have access to education records in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements which relate to those programs.
- (b) Information that is collected under paragraph (a) of this section must:

- (1) Be protected in a manner that does not permit personal identification of individuals by anyone except the officials referred to in paragraph (a) of this section; and
 - (2) Be destroyed when no longer needed for the purposes listed in paragraph (a) of this section.
- (c) Paragraph (b) of this section does not apply if:
- (1) The parent or eligible pupil has given written consent for the disclosure under Sec. 99.30; or
 - (2) The collection of personally identifiable information is specifically authorized by Federal law.

Providing the Video to DPI with the WMEAP PORTFOLIO

When the video is submitted to the Department of Public Instruction for the purpose of evaluating the educator's portfolio for a Master Educator license, the department believes it is consistent with state and federal law to release to the department without consent. After the licensing decision has been made and the time for appeal has lapsed, the video will be destroyed, stored, or returned, consistent with department policy.

Sharing the Video with Others

If it is being shared with other educators at the same school district, the educator should consult local policy and determine whether the disclosure is allowed under the federal and state pupil record laws quoted above. In general, if the educator wants to share the video with non-department personnel and if it contains pupil records, parental or pupil consent is required.

Using Non-Pupil Records

Some aspects of the video may not concern pupils. In some instances, such as a teacher discipline meeting or hearing, the participants will have a privacy right. In that case, written permission must be obtained to take and share the video. In other instances, such as a mentoring session or school board meeting, the participants may not have an absolute privacy right. In these cases, it is recommended that participants be informed that the session is being recorded and allow them to not participate or voice an objection.

Appendix C - Overview of License Stages

It is a function of the state to license educators and to regulate their legal right to practice. The rule that governs educational licensure in Wisconsin, PI 34, Wisconsin Administrative Code, contains three stages. Two of the stages, the Initial Educator license and the Professional Educator license are required to practice as an educator in the public schools in the state and therefore serve as a threshold for entrance to and continued participation in the profession. The third license stage is a Master Educator License. This license is voluntary, not required for practice, and offered to recognize specialized skills, continued professional growth at a challenging level, or advanced practice. The Master Educator license in administration, then, is an optional credential that describes and recognizes expert knowledge of the educational administration profession. The Wisconsin performance-based system of professional education and licensing requires the development and demonstration of knowledge, skills, and dispositions associated with strong administrative practice.

Initial Educator

An educator who completes a program after August 31, 2004, has a portfolio of evidence that demonstrates proficiency at an entry level in the appropriate Wisconsin standards, and is eligible for a five year non-renewable **Initial Educator License**. An **initial educator** is guided into the profession by a trained, qualified mentor, an initial educator team, and district-provided support seminars. An initial educator must complete a professional development plan to obtain the Professional Educator license.

Professional Educator

Once an educator successfully completes the initial educator stage, he or she is eligible for a **professional** license, which is a 5-year, renewable license. Educators holding a regular license prior to July 2004 are considered to be at the professional stage of licensing and may continue to earn college credit for license renewal or complete a professional development plan. The **professional educator** spends time reflecting on her or his practice and creates a professional development plan based on selected standards for professional growth which she or he will work on over the 5-year period.

Master Educator

The third license stage, if an educator chooses to pursue it, is the **master** license stage. A candidate who selects the **master educator** option will be demonstrating an advanced level of proficiency on challenging and rigorous standards built on the framework of the Wisconsin Administrative Standards. Mastery will be demonstrated through portfolio evidence related to one of the approved administration program licenses. It is important to understand that the expertise that will be demonstrated in the portfolio requires years of practice to obtain, and the portfolio development itself may require time and resource commitment comparable to obtaining a Master's Degree. The master license is a 10-year renewable license.

The Wisconsin Master Educator Assessment Process as prescribed in rule, assures all Wisconsin educators both equity and accessibility to the optional Master Educator license. Specific principles guarantee that the Master Educator License for Administrators:

- a. will be available to all qualified educators in any approved program area although initially the process will be for those areas not available through the NBPTS;
- b. is aligned with the activities and expectations pertaining to the Wisconsin Standards in Professional Development Plans;
- c. is designed to show evidence of mastery of the Wisconsin Standards;
- d. is based on a rigorous portfolio development process lasting from one to two years with an additional year to improve identified weaknesses;
- e. is consistent with the goal of promoting continuous growth and life-long learning as expressed in previous licensing stages.

An educator may choose not to renew the Master Educator license. Instead, the educator would be eligible to earn or renew his or her Professional Educator license through a professional development plan. Educators who complete the Wisconsin Master Educator Assessment Process but do not obtain the Master Educator license may renew their professional education licenses at the professional stage on the basis of completing the process.

In addition, any teacher who achieves National Board for Professional Teaching Standards (NBPTS) Certification may be granted a Wisconsin Master Educator license in the area of her or his existing license that corresponds to the NBPTS certificate and in which she or he has completed a state approved program.

Appendix D – Resubmission of Entries

Resubmission Requirements

- Candidates may submit a maximum of two entries that did not demonstrate mastery from the original portfolio for resubmission.
- If the candidates have three of four entries to resubmit they must reapply through the Wisconsin Master Educator Assessment Process.
- Candidates must submit only entries that did not demonstrate mastery.
- Candidates may submit an entirely different initiative if they desire, but a different initiative is not required.
- Candidates may submit an initiative that is a continuation or modification of the previous entry if they desire.

Timelines

- ✓ DPI will notify candidates of their Master Educator license status no later than August 1st of the year they submit their portfolio for assessment.
- ✓ DPI will provide candidates with a letter from the Director of Teacher Education, Professional Development and Licensing identifying the entries that did not achieve mastery and may be resubmitted.
- ✓ Resubmitted entries must be submitted to the DPI Educator Licensing Online application system by March 31st of the year following notification of Master Education license status.

Submittal Deadlines – Summary

- August 1st – DPI notification to candidates.
- March 31st – Candidate resubmits entries for assessment.

Glossary

Analysis: “Analysis deals with reasons, motives, and interpretation and is grounded in the concrete evidence provided by the materials you submit. Analytic writing shows assessors the thought processes that you used to arrive at the conclusions you made about a teaching situation. Analysis demonstrates the significance of the evidence you submit.” (NBPTS)

Artifacts: provide evidence of your educational mastery and are documents, videos, and audio recordings demonstrating your professional education activities. They need to be directly linked to the Wisconsin Standards referenced in the Portfolio Entries. They should represent the work you are most proud of and for which you are passionate.

Assessment Rubrics: authentic scoring guidelines that evaluate performance based on a range of criteria rather than a single numerical score. A rubric is a working guide for candidates and assessors and is shared with candidates to explain the expectations and criteria upon which their portfolios will be judged.

Content Guidelines: the central concepts, tools of inquiry, and structures of a license subject or program area in an educator licensing program. The guidelines are based upon national and state standards. License candidates are tested on the content standards prior to program completion and the state approves IHEs’ programs based upon their student assessments that include the content guidelines. (<http://dpi.wi.gov/tepd/lep/guidelines>)

Description: a retelling or explanation of what happened in an administrative situation. This kind of writing is meant to “set the scene” for assessors. Your description should be logically ordered and detailed enough to allow assessors to have a basic sense of your administrative situation so that they can understand what you are conveying in your Analysis.

KSDs: knowledge, skills, and dispositions under each administrative standard, which each IHE defines as a requirement for student performance within an education program and upon which the students will be assessed.

PI 34: Wisconsin Administrative Code which defines state requirements for Teacher Education Program Approval and Licensing.

Reflection: “A thought process that occurs after an administrative situation. This is the thinking that allows you to make decisions about how you would approach similar situations in the future. You could decide to do something the same way, differently, or not at all. Although reflective thought may occur in many places, the ‘Reflection’ section of your Written Commentary is where you must show assessors how you use what you learn from teaching experiences to inform and improve your practice in the future.” (NBPTS)

Wisconsin Academic Standards

Wisconsin Academic Standards specify what Wisconsin K-12 pupils should know and be able to do, what they might be asked to do to give evidence of standards, and how well they must perform. They include content, performance, and proficiency standards.

- Content standards refer to *what* pupils should know and be able to do.
- Performance standards tell *how* pupils will show that they are meeting a standard.
- Proficiency standards indicate *how well* pupils must perform.

<http://dpi.wi.gov/standards>

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