

EDL 550 Module 8 EPortfolio Part I

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The first artifact for Part I of my EPortfolio: Demonstrating Proficiency in Principal Quality and English Learner Standards is Module 3 Critical Thinking: Building Administrator Interview. In Module 3, I interviewed the principal of Dunn Elementary School in Poudre School District (PSD) to discover how school budgets are developed at the elementary level. From the interview, I created a presentation that could be presented at a PTO or school accountability committee (SAC) meeting. The presentation reviews background information on Dunn Elementary including the school's budget priorities, an explanation of school funding within the State of Colorado, the timeline for budgetary decisions within PSD, and how Abby Himlie, principal, works collaboratively with her staff to make budget allocations.

This artifact demonstrates proficiency in Principal Quality Standard I, Element D: Principals establish systems and partnerships for managing all available school resources to facilitate improved student outcomes. During the Building Administrator Interview, I learned about the budget timeline and deadlines schools operate under within PSD. At Dunn Elementary, the student-based budget relies heavily on students who "choice" into the school and is supplemented by fundraising dollars. Once preliminary allocations are made, Abby Himlie forms a Budget Study Committee comprised of a range of Dunn Elementary staff members to allow for comprehensive school voice and representation in the allocation of the school's budget. The presentation also describes how the school is held accountable to student outcomes through partnership with the school's accountability committee (SAC), which provides budget recommendations and reviews student performance data and advises in the creation of the school's Unified Improvement Plan (UIP).

The next artifact is Module 4 Critical Thinking: School Funding Video. The School Funding Video describes the relationship between student achievement and school funding. According to many sources, it seems that the higher the funding, the higher the academic achievement for students. In the video, I describe how more money allocated to a school tends to translate into an increase in the availability of resources, and resources tend to translate into higher student achievement. The key is to ensure that there is accountability as to how schools are allocating their funds, and that schools do so in a way to promote equity.

This artifact demonstrates proficiency in Principal Quality Standard III, Element A: Principals establish, align, and ensure implementation of a district/BOCES plan of instruction, instructional practice, assessments, and use of student data that result in academic growth and achievement for all students. Through the video, I reflect on how to best allocate school funding to improve student performance, such as recruiting and retaining highly qualified educators, ensuring the availability of evidence-based curriculum and instructional resources for students, and in areas with low-income and high numbers of English language learners. Johnson (2023) showed that targeting school funding toward districts that serve students living in poverty and with a high number of English language learners equated to positive student outcomes, including increases in reading and math performance. As budget decisions are made, so should an effort to measure the student outcomes associated with such decisions.

The next artifact is Module 5 Critical Thinking: School Safety Plan. The safety plan created for Fort Collins High School describes the individuals involved in safety procedures, training, plans, and assessments under various situations to establish and maintain a safe school environment. The safety plan includes a description of, and resources related to reporting systems, emergency operation plans, exercises and drills, and school climate.

This artifact demonstrates proficiency in Principal Quality Standard II, Element B: Principals ensure that the school provides an orderly and supportive environment that fosters a sense of safety and well-being. The school safety plan represents a comprehensive plan that takes into account the safety and well-being of all students and staff members. Assuring that a safety plan is in place, and accessible to all staff members and students is essential to maintaining schools as safe places to learn. Prior to creating this plan, I had been aware of several aspects of school safety, however, synthesizing the information in one central document that can be shared accordingly, was a valuable exercise as a future school leader.

This artifact also demonstrates proficiency in English Learner Quality Standard 5.09, Element A: Educators are knowledgeable in, understand, and are able to apply major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations. The safety plan includes resources to support CLD students as FCHS is a diverse community of learners, and we value the safety of our multilingual learners. The plan accounts for trainings and communication to occur in a manner that is comprehensible for all individuals. Additionally, many of our multilingual learners have experienced significant trauma in their lives. The plan includes a commitment to connecting students and families with the appropriate resources needed in these situations.

The last artifact is Module 6 Critical Thinking: SWPBIS Discipline Issue. During Module 6, I followed the guidelines of the six practices of SWPBIS to develop a plan to address the issue of the abuse of hallway passes at FCHS. Through the development of school-wide PBIS plan, I was able to reflect on and analyze a problem present in our school, the abuse of the hall pass system. I proposed a well-defined policy that includes various stakeholders, including FCHS administrators, staff, parents and students. By using a digital pass system, educators are

able to analyze data around pass usage to develop a PBIS system around desired hallway pass use.

This artifact demonstrates proficiency in Principal Quality Standard II, Element C: Principals demonstrate knowledge of effective instructional practice and provide feedback to promote continuous improvement of teaching and learning. I considered team members who would determine the desired behavior, evaluate the current hall pass policy, and revise the system with a goal of implementing a digital pass system for the 2025-2026 school year. The plan includes professional development for staff to set the purpose for the initiative: For the safety and academic success of students, students should be in classrooms, not in hallways. Through this system teachers will orient students to the new system and reinforce desired behaviors. Additionally, the plan allows for feedback from staff and parents to allow for collaboration around adjustments to the system.

This artifact also demonstrates proficiency in English Learner Standard Quality 5.09, Element B: Educators are knowledgeable in, understand and are able to use progress monitoring in conjunction with formative and summative assessments to support student learning. Through the proposal of a digital hall pass system, leadership at FCHS would be able to monitor pass usage for the academic benefit and safety of all students, particularly multilingual learners and newcomer students at FCHS, who are more likely to abuse the current pass system. Students learn best when classroom distractions are minimized, therefore the main goal of this plan is to support learning for all students.

For a summary of how these artifacts correspond to each Principal Quality and English Learner Standard covered in this course, please refer to the Appendix of this paper.

References

Johnson, R. (2023). *School funding effectiveness: Evidence from California's local control funding formula*. Learning Policy Institute. <https://doi.org/10.54300/529.194>

Appendix

Principal Quality and English Learner Standards Artifact Crosswalk

Standard		Artifact
Principal Quality Standard I	Element D	EDL 550 Module 1 Critical Thinking: School Administrator Interview
Principal Quality Standard II	Element B	EDL 560 Module 5 Critical Thinking: School Safety Plan
	Element C	EDL 560 Module 6 Critical Thinking: SWPBIS Plan
Principal Quality Standard III	Element A	EDL 560 Module 4 Critical Thinking: School Funding Video
EL Quality Standard 5.09	Element A	EDL 560 Module 5 Critical Thinking: School Safety Plan
	Element B	EDL 560 Module 6 Critical Thinking: SWPBIS Plan