

Instructional Leadership Application  
Guidelines and Requirements  
M.Ed. & Reduced Hour Option

University of Montevallo  
College of Education and Human Development



## Introduction

The Instructional Leadership Admission Portfolio is required for admission to the Master of Education or Reduced Hour Option (RHO) programs leading to Class A certification under the rules of the Alabama State Department of Education. In addition to the online admission application, each candidate must submit the portfolio, all post-secondary transcripts, a valid professional educator's certificate (Class B for M.Ed. candidates or Class A for RHO candidates), and an EXP form indicating at least three years of successful teaching. These items will be submitted under the supplemental items section of the online admissions application.

## Instructional Leadership M.Ed./RHO Application Supplemental Items

The candidate should include all relevant application information through the online admissions portal. Once the online application is completed, the system will prompt the candidate to upload ALL of the following supplemental items:

1. Instructional Leadership Portfolio (each item of the portfolio should be uploaded separately; please see below)
  - Three letters of recommendation
  - One written reflection on a recent *Performance Evaluation and Professional Development Plan*
  - One narrative on the candidate's *Ability to Improve Student Learning*
  - One narrative on the candidate's *Leadership and Management Potential*
  - One *Leadership Platform* narrative
  - One narrative of the candidate's *Program Expectations*
2. Transcripts for all Institutions of Higher Education
3. Valid Class A Professional Educator's Certificate
4. EXP form (supplied by the candidate's District office) indicating educational experience as defined by Alabama Administrative Code Rule 290-3-3-.47(a).
  - a. Three years of full-time, satisfactory professional educational work experience in a P-12 setting with at least one year of full-time classroom teaching experience.
  - b. Seven years of full-time employment in the same school system as a library media specialist or school counselor in a P-12 setting with a written recommendation from the current employing superintendent.

## Instructional Leadership Portfolio Requirements

University faculty members will review the portfolio's contents for graduate-level writing ability and potential to succeed in an instructional leadership program. Candidates may be asked to resubmit portfolio items as additional information is deemed necessary by the faculty reviewer(s). If the candidate passes the portfolio review, the faculty reviewer(s) will recommend the candidate for an admissions interview to be jointly conducted with university faculty members and LEA representatives.

While completing the Instructional Leadership portfolio items, candidates should adhere to the following requirements:

- **Three Letters of Recommendation**—Three letters of recommendation, one of which must be written by a principal/supervisor with whom the candidate has worked for *at least one year* and who was the candidate's supervisor *within the last three years*. All letters should be current, written within the previous year, and address the candidate's potential as an instructional leader.
- **Performance Evaluation and Professional Development Plan**—The candidate should submit a completed copy of a recent professional evaluation, professional growth/development plan, **and** ½ - 1-page written reflection in which the candidate discusses the professional development activities completed as part of the candidate's growth/development plan.
- **Evidence of Ability to Improve Student Learning (total length = minimum of 2 pages but not to exceed 4 pages)**—The candidate should submit a narrative including **two** examples of their ability to improve student learning. The description of **each** student learning task should be a minimum of 1 page but not exceed 2 pages and addresses the following:
  - Description of the student learning activities, including how they fit into the larger context of the candidate's curriculum and how student achievement is positively affected
  - Identification of the standard(s) met by the tasks, including AL Course of Study, local curriculum guides, professional organization standards, standardized test outcomes, etc.
  - Description of assessment related to the learning activities
  - Description of what successful students were able to do as a result of the candidate's teaching
  - Description of what struggling students were able to do as a result of the candidate's teaching
  - Identification of common mistakes, misconceptions, continuing misunderstandings, and obstacles to higher-level thinking that may remain after task completion, including how the candidate addresses these and adjusts instruction or institutes remediation
  - Reflection on what these activities suggest about the candidate's teaching effectiveness and the candidate's ability to be an instructional leader

- **Evidence of Leadership and Management Potential (total length = minimum of 1 ½ pages but not to exceed 3 pages)**—The candidate should submit a narrative including three examples/evidence of their most recent accomplishments in educational leadership. **Each** evidence of *Leadership and Management Potential* should be a minimum of ½ - 1-page and address leading or managing a specific task or committee for a school or district or accomplishment in educational leadership. Briefly describe how the candidate became a leader in each situation and how others responded to the candidate’s leadership.
- **Leadership Platform**—The candidate should submit a ½ - 1-page narrative regarding their beliefs about education and their reasons for pursuing instructional leadership certification. What is the candidate’s 3 – 5-year professional goal, and what do they hope to do with their degree/credentials?
- **Program Expectations**—The candidate should submit a ½ - 1-page of what the candidate hopes to gain from the Instructional Leadership preparation program to help meet the candidate’s 3 – 5-year professional goal.

**NOTE: Portfolio samples should be complete and professional in appearance, address all item prompts, and be free of grammatical and mechanical errors.**

**Admissions Interview**

After the admission portfolio is reviewed, the candidate will be contacted regarding a date and time for the admission interview. Individuals involved in the candidate’s interview may include University faculty members, LEA representatives, and/or other leadership candidates. When possible, candidates will be interviewed together, and the following areas will be assessed:

- Professional communication skills
- Potential for collaboration
- Desire to succeed as an instructional leader
- Commitment to the ideals of leadership embodied by the UM program