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| **City University of Seattle**  **Leadership in Education – Portfolio Review Rubric Guidelines**  **(Note: These Are Guidelines; Use Your Creative Discretion)**  **Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Faculty: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  The template here is a *guide* for your presentation. The 1-4 assessment is based on the typical  1 = below standard, 2 = approaching standard, 3 = at standard, 4 = exceeds standard | | | |
| **Dimension to be Assessed** | **Self-Assess**  **1-4** | **Faculty**  **1-4** | **Comments** |
| 1. **Growth Plan** “looks for” things like: Clearly developed plan with timelines, resources, strategies etc.   * Using key words to set goals (increase, decrease, improve, maintain) when developing the goal statement – e.g., Increase my collaboration skills by working with others to achieve this goal. * LPI results (or a similar instrument that shows growth overtime in relation to leadership skills analysis). LPI is the instrument that Kouzes and Posner developed for analyzing strengths & weaknesses relevant to leadership potential. * Commitments – evidence regarding action that you are taking to help students succeed or to help colleagues to work together toward common goals. |  |  |  |
| 2**. Vision/ Mission & Platform** “looks for” things like:   * Vision Statement around education & leadership * Professional * Personal * Mission Statements around education & leadership * Professional * Personal * Platforms for Action in education and/or leadership |  |  |  |
| 3**. Definition/Reflections – Leadership applications** “Looks for” things like:   * Leaders and educators who are meaningful to you Quoting leaders and expressing what the meanings are * Own definition of leadership (concept of team should be emphasized). Consider the BCPVPA Leadership Standards in your definition or how your definition might relate to the BCPVPA standards |  |  |  |
| **Dimension to be Assessed** | **Self-Assess 1-4** | **Faculty 1-4** | **Comments:** |
| 4. **Internship and internship projects** “Looks for” things like:   * Projects undertaken during three internships * Benefits to the school community, considering any and all possible stakeholders * Application and demonstration of leadership and educational principles and practices; integrating theory into action * What was learned in the internships |  |  |  |
| 5. **Reflections on Curriculum, Pedagogy & Assessment** “looks for” things like:   * Knowledge of curriculum development models * Knowledge of program evaluation * Ongoing improvement planning & implementation of specified curricula * Assessment tools & strategies * Program evaluation & revision – Knowledge & skills evidence of both areas * Curriculum, pedagogical, and assessment models that are meaningful and how they have been or might be applied |  |  |  |
| 6. **Reflections on Supervision & Instructional Leadership** “Looks for” things like:   * Principles and practices of effective supervision * Ability to motivate others * Showing commitment to help others to improve using specific outcomes & timelines * Supportive ways of working with teaching staff * Honest feedback; Lesson planning & analysis * Coaching for ongoing improvement accountability * Balanced Assessment – for & of learning |  |  |  |
| 7. **Use of Innovations & Technology** “looks for”:   * Use of technology on regular basis e.g. email, web, internet, research, power point * Use of technology tools in teaching * Creativity in the use of technology in teaching, leadership, and for the school community |  |  |  |
| **Dimension to be Assessed** | **Self-Assess**  **1-4** | **Faculty**  **1-4** | **Comments** |
| 8. **Reflections on Communications & Counselling** “Looks for” things like:   * Deep thinking & listening * Empathy * Leading others to come up with solutions to problems * Counselling skills * The ethics issue is emphasized. |  |  |  |
| 9. **Reflections on Ideas & Readings** “looks for” things like:   * Any readings and/or ideas that have been inspirational and have provided guidance and meaning |  |  |  |
| 10. **Research: Capstone Project or Thesis** “looks for” any development of the project or thesis; at least the first two (since some students are only just starting):   * Statement of the Problem * Purpose of the Research * Review of Literature * Methods & Procedures * Findings (Results) * Synthesis—conclusions, implications, recommendations   (As much as these areas have been developed.) |  |  |  |
| 11. **Presentation Quality** “looks for”:   * Organization * Summary of material * Clarity of presentation and use of presentation tools |  |  |  |
| **Additional comments/feedback**: | | | |