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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.
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| 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
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| 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
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| **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
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| 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
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| 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
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| 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
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| **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.
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| 9. **Reflections on Ideas & Readings** “looks for” things like: * Any readings and/or ideas that have been inspirational and have provided guidance and meaning
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| 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
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| **Additional comments/feedback**:  |