

MS Educational Leadership Portfolio Rubric and Evaluation Protocol

January 2008

EdLeadRubric08.doc

Vision: To prepare engaged, caring, skillful educational leaders.

Goals:

1. **Informing Practice-** In your leadership position, how do data, theory, research, and ethical and legal standards inform your practice?
2. **Promoting Equity-** In your leadership position, how do you assess and promote equity while serving as an informed advocate for diverse populations?
3. **Envisioning the Future-** How do you articulate the needs of your constituents based on a world-view that simultaneously accounts for the reality of the present and the promise of the future?
4. **Engaging Constituents-** In what ways are you equipped to reach out to engage your constituents to encourage their development and involvement while supporting your organization's goals?

Dispositions:

Throughout our program, we actively encourage individuals in developing the capacity to:

1. Value change as the source of opportunity for improvement;
2. Display the ability to understand people and relations and be receptive to the ideas of others;
3. Show a willingness to implement non-discriminatory access, accommodations and assessments;
4. Demonstrate empathic understanding of diversity in all domains;
5. Regularly reflect upon the philosophical assumptions, ethical principles, and rationale that guides one's practice; and
6. Understand oneself as a learner, and value learning as a core capacity.

Goal 1: Informing Practice

POTENTIAL	UNACCEPTABLE	ACCEPTABLE	TARGET
Application materials suggest applicant possesses the potential to inform their practice based data, theory, research, and ethical and legal standards.	Candidate fails to understand the relevance of data on professional decisions. Legal and ethical practices are ignored. Candidate is reluctant to acquire new theories and review research.	Candidate can articulate the need to acquire, analyze, and synthesize data as part of the decision making process. Candidate adheres to, and communicates, legal and ethical policies. Candidate seeks relevant theory and research.	Candidate consistently acquires, analyzes, and synthesizes relevant data to inform decisions. Candidate models and teaches legal and ethical practices. Candidate applies relevant theory and research to their practice.

Goal 2: Promoting Equity

POTENTIAL	UNACCEPTABLE	ACCEPTABLE	TARGET
Application materials suggest applicant possesses the potential to promote equity by serving as an informed advocate for diverse populations.	Candidate fails to fully understand the impact of diversity on individuals and organizations. Candidate does not acknowledge that diversity is a positive dimension of society.	Candidate can articulate the perspective of diverse populations. Candidate seeks to identify through research, new strategies for assuring that the needs of diverse populations are respected and met.	Candidate advocates for the rights and voices of diverse populations in considering the needs of the organization and appropriate learning experiences within the organization. Candidate employs strategies to ensure that all populations have equal access to educational opportunities.

Goal 3: Envisioning the Future

POTENTIAL	UNACCEPTABLE	ACCEPTABLE	TARGET
Application materials suggest applicant possesses the potential to articulate the needs of your constituents based on a world-view that simultaneously accounts for the reality of the present and the promise of the future.	Candidate operates within a vacuum uninformed about current practice, unwilling to envision the future and demonstrates little or no use of current technologies.	Candidate can articulate the current state of their profession and its practices. Candidate reads widely from other fields. Candidate is facile with technology currently used in profession.	Candidate can document and communication the impact of current practices. Candidate can articulate a vision of the future informed by leaders from the fields of business, education and humanities. Candidate makes active use of today's tools and is proactive in keeping current with new technologies.

Goal 4: Engaging Constituents

POTENTIAL	UNACCEPTABLE	ACCEPTABLE	TARGET
Application materials suggest applicant possesses the potential to engage constituents in a manner which encourages development and involvement while supporting the organization's goals.	Candidate is unable to employ appropriate communication strategies relevant to different situations in their practice.	Candidate can demonstrate appropriate communication strategies for a given situation. Candidate demonstrates sound writing skills and uses supporting evidence to support positions.	Candidate seeks opportunities to employ appropriate communication strategies to ensure connections between the organization and outside constituencies. Candidate articulates a well informed position backed by current research and pertinent data.

Evidence to be Submitted and Evaluation Protocol

Admission Requirements – Program Coordinator reads

1. Essay – Essay must discuss “How do your goals align with program goals and dispositions?”
 - If there is no alignment, admission will be denied. Applicant should reach Potential Level on Portfolio Rubric.
2. 3 Recommendation Letters – The applicant named below has applied for admission to graduate studies at UW Oshkosh and has given your name as a reference in support of that application. We would appreciate your evaluation in terms of: 1) basis for know the applicant; b) What qualities does this candidate have that would make them a good leader? c) opinions of the applicant's potential for completing graduate studies.
 - If letters do not indicate potential for leadership, then admission will be denied.
3. GPA (2.75 Graduate School minimum)
 - If GPA is lower than Graduate School minimum and no evidence is presented suggesting ability to complete graduate work, than admission will be denied. If evidence is presented, probationary admission may be recommended.

Intro Portfolio – Assessed by Course Instructor (701)

Narrative addressing the following areas:

1. Self assessment of strengths and weakness related to program goals and dispositions
2. Philosophy of leadership statement
3. Statement indicating where candidate wants to grow
4. Collect 3 dispositional self assessments, place in folder
 - Portfolio must include a critical self-assessment of program goals and dispositions, include a leadership statement, and indicate areas for growth.

Admission to Candidacy Portfolio (15 credits) – Assessed by a team of 3 program faculty members

Submit to Program Coordinator:

1. Admission to Candidacy form
2. Electronic portfolio

In your portfolio include:

1. List of classes taken thus far
2. Reflection on how you are meeting program goals and where to go next
3. Self assessment of dispositions
 - Admission to Candidacy Form will be signed when portfolio is submitted and includes a critical self-analysis of program goals and dispositions and areas for continued growth. Self-analysis should be reaching toward the Acceptable Level on each program goal. A team of three program faculty members will evaluate the portfolio.

Exit/Seminar – Assessed by a team of 3 program faculty members

Submit to Seminar or Thesis Instructor

Portfolio must include:

1. Portfolio demonstrating achievement of program goals (1-2 artifacts, scholarly reflective statement discussing goal achievement)
2. Philosophy of leadership statement
3. Self assessment of dispositions
 - Portfolio must include self-assessment and documentation of achievement of each program goal at the Acceptable Level. A philosophy of leadership statement must be included and be reflective of program goals and dispositions. A self-assessment of program dispositions must be included. Dispositions must be met at the 4-5 level (1-5 ranking with 5 highest).

Yearly Program Retreat

1. Program faculty review all students in program to ascertain adequate progress (credits-wise) is being made toward degree. If not, do we know where students have gone? An attempt will be made to contact students to determine their status. Students will be determined to be inactive if they do not register for any classes within a two year period.
2. Program faculty review all students in program to assess dispositions. If there are dispositional concerns, students will be contacted. If dispositional concerns are not addressed, the student may be terminated from the program.