

MS Educational Leadership Portfolio Rubric

October 25, 2006

	Not Met	Potential	Planning	Basic	Proficient
Leadership (submit to Dr. Smith)	Candidate does not nor has any plans to serve in any leadership capacity.	Application materials suggest candidate does or has the potential to serve in a leadership capacity.	Candidate has developed an action plan outlining how they will serve in a leadership capacity.	Candidate serves in a leadership capacity as a member of the group.	Candidate serves in a leadership capacity as a group leader in real world contexts.
Decision Making (submit to Dr. Smith)	Candidate does not nor has any plans to demonstrate data driven decision making skills.	Application materials suggest candidate does or has the potential to demonstrate data driven decision making skills.	Candidate can define and state the need for data driven decision making.	Candidate is able to identify alternatives to inform rudimentary level data driven decision making.	Candidate consistently uses data to make data driven decisions in real world contexts.
Legal and Ethical Skills (submit to Dr. Garcia)	Candidate does not nor has any plans to demonstrate an understanding and application of legal/ethical issues.	Application materials suggest candidate does or has the potential to demonstrate an understanding of legal/ethical issues.	Candidate has plans to demonstrate an understanding of legal/ethical issues.	Candidate has demonstrated an understanding of legal/ethical issues.	Candidate applies understanding of legal/ethical issues in real world contexts.
Change Agent Skills (submit to Dr. Smith)	Candidate is not nor has any plans to become a change agent.	Application materials suggest candidate is or has the potential to become a change agent.	Candidate has plans to become a change agent.	Candidate is able to discuss the skills and dispositions needed to become a change agent.	Candidate serves as a change agent in real world contexts.
Written Communication Skills (submit to Dr. Garcia)	Candidate does not follow standard writing conventions (i.e. spelling and mechanical errors, unorganized, unintelligible).	Application materials suggest candidate does or has the potential to meet graduate level writing expectations.	Candidate demonstrates sound writing skills including standard mechanics, organization, and voice.	Candidate demonstrates sound writing skills and uses supporting evidence and references.	Candidate demonstrates sound writing skills and is able to articulate a well informed position backed by current research in real world contexts.

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Oral Communication Skills (submit to Dr. Winterfeldt)	Candidate does not follow standard speaking conventions (i.e. grammatical errors, unorganized, unintelligible).	Application materials suggest candidate does or has the potential to meet graduate level speaking expectations.	Candidate speaks standard English and expresses thoughts coherently.	Candidate speaks standard English, and expresses thoughts coherently while presenting in the classroom environment.	Candidate speaks standard English and expresses thoughts both coherently persuasively while presenting in real world contexts.
Technological Communication Skills (submit to Dr. Winterfeldt)	Candidate does not use technology nor has plans to do so.	Application materials suggest candidate does or has the potential to meet technology expectations.	Candidate has identified their current level of technology use and has plans to increase use.	Candidate regularly uses word processing, desktop publishing, spreadsheets, email, and the web for communication and statistical analysis.	Candidate regularly uses technology in real world contexts.
Cultural Diversity (submit to Dr. Garcia)	Candidate does not understand and appreciate intellectual diversity nor has plans to do so.	Application materials suggest candidate does or has the potential to demonstrate an understanding and appreciation of cultural diversity.	Candidate has identified their current level of understanding of and appreciation of cultural diversity and has plans to increase them.	Candidate demonstrates an understanding of privileged and marginalized groups and the social and educational problems inherent therein.	Candidate takes action to create a more equitable system of equality in real world contexts.
Intellectual Diversity (submit to Dr. Cramer)	Candidate does not understand and appreciate intellectual diversity nor has plans to do so.	Application materials suggest candidate does or has the potential to demonstrate an understanding and appreciation of intellectual diversity	Candidate has identified their current level of understanding of and appreciation of intellectual diversity and has plans to increase them.	Candidate demonstrates knowledge of intellectual diversity.	Candidate understands the importance of intellectual diversity and treats all with respect in real world contexts.
Professional Practice Based On Theory And Research (submit to Dr. Cramer)	Candidate does not understand the need to develop professional practice based on theory and research nor has plans to do so.	Application materials suggest candidate does or has the potential to develop professional practice based on theory and research.	Candidate has plans to develop professional practice based on theory and research. Emphasis area has been identified.	Candidate bases professional practice on theory and research.	Candidate changes practice based on professional practice theory and research in real world contexts.

	Not Met	Potential	Planning	Basic	Proficient
Integrating And Applying Knowledge To Specific Problem-Solving Tasks (submit to Dr. Cramer)	Candidate does not apply knowledge to specific problem-solving tasks nor has plans to do so.	Application materials suggest candidate does or has the potential to apply knowledge to specific problem-solving tasks.	Candidate has plans to apply knowledge to specific problem-solving tasks.	Candidate applies knowledge to specific problem-solving tasks.	Candidate changes practice by applying knowledge to specific problem-solving tasks in real world contexts.
Lifelong Learner (submit to Dr. Winterfeldt)	Candidate is not a lifelong learner nor has plans to become one.	Application materials suggest candidate is or has the potential to be a lifelong learner.	Candidate can define lifelong learner and tell the degree to which they demonstrate these attributes.	Candidate demonstrates an eagerness for the learning process.	Candidate fosters skills in others to become lifelong learners in real world contexts.

Scoring:

Program Admission: Applicants must meet Potential in at least 10 of 12 areas.

Portfolio I (at conclusion of Introduction to Educational Leadership class): Candidates must meet Planning level in all areas.

Portfolio II (Admission to Candidacy stage): Candidates must meet Basic level in all areas.

Portfolio III (Seminar/Thesis): Candidates must meet Proficient in at least 10 of 12 areas and Basic in remaining area(s).