



LLPS PORTFOLIO RUBRIC 2009
 Put 2 copies of this in your portfolio

LEADERSHIP PORTFOLIO

Student: _____ **Reviewer:** _____

The portfolio provides evidence that students meet all of the Professional Standards for Administrators. It includes program assignments and other documents from the student's work in the district. Where there is choice, students may include documents that they have prepared during or prior to the program. The portfolio documents the evolution of students' thinking about leadership, learning, professional community, personal growth and the impact of leadership on student learning. All items must be included in the order listed and clearly labeled.

Use a 3 ring binder, the smallest that will hold all of your materials. Put your name and photo on the outside cover. Each section should begin with a tab clearly labeled. The items in shaded boxes are LLP assignments. The graded copy of the assignment must be included. Do not put documents in plastic sleeves. Only put what is listed below in the portfolio.

Section 1.

	Unsatisfactory	Satisfactory
Portfolio review form PR with your name on it	Not included	Included
Two copies of this rubric with your name on each page	Not included	Included
Table of contents with all entries listed by name, including what you have chosen to include for choice artifacts.	Not included	Included
Curriculum vitae/resume – 2 pages maximum	Not included	Included
Easy to read, visually attractive	Unprofessional presentation	Professional presentation

Section 2. Vision, Mission and School Culture

Contents should provide evidence of the following standards:

- L1 Articulates the purposes of education and the place of public schools in the United States of America.
- L2 Articulates vision and mission.
- E6 Holds teachers, students and self to high standards of performance and behavior.

	Does not meet standard	Approaching standard C	Meets standard B	Exceeds standard A
Your personal vision and core beliefs – 1 page	Insufficient evidence.	Limited scope; language and/or organization needs improvement.	Logical, clear, compelling.	Logical, clear; rich language. Compelling vision of student and adult learning and engagement.
DNA Tacconi-Moore: District Culture Interview	Insufficient evidence.	Incomplete and/or superficial questions and findings.	5 or more people interviewed. Questions carefully crafted. Includes findings and recommendations for improvement. Functional or dysfunctional areas of team activity described. Communication behavior referenced.	5 or more people interviewed. Questions carefully crafted. Findings and recommendations for improvement demonstrate insight. Careful observations and insights described about the functional or dysfunctional areas of team activity. Rich data about communication behavior.

Section 3. Leadership Skills

Contents should provide evidence of the following standards:

- L10 Plans effectively for the implementation of policy decisions, taking into account unanticipated consequences and costs.
- A4 Practices relevant fiscal management policies and procedures.
- A7 Understands plant facilities and equipment management.
- P1 Meets his or her legal and moral responsibilities.

	Does not meet standard	Approaching standard	Meets standard	Exceeds standard
SK Aherne: Case Study on Democracy, Bureaucracy and Professionalism	Insufficient evidence.	Minimal analysis; inadequate recommendations.	Complete analysis; appropriate recommendations.	Insightful analysis and recommendations. Vivid, clear language.
SK Aherne: Budget Summary Report	Insufficient evidence.	Limited development of topic. Few or no specific examples.	Logical, clear and complete. Specific examples. Includes fiscal challenges.	Clear and complete. Vivid, specific examples. Fiscal challenges analyzed, and evaluated.
Facilities planning, funding, construction, and/or use: select an artifact of your choice as evidence of meeting the standard(s) and write a reflection	Insufficient evidence.	Poor or questionable choice of artifact. Role of student unclear. Reflection is mainly narrative, lacks insight. Link to student learning unclear. No mention of literature.	Artifact clearly linked to standards. Student's role, learning and future action described. Activity demonstrates understanding of relevant laws and regulations. Literature referenced when appropriate.	Artifact clearly linked to standard. Vivid description of task, event, or experience, with role stated. Substantive statement of what student learned, insight gained, what he/she will do in the future as a result of the insight. Connection made between activity and student learning. Literature referenced where appropriate.
DNA Tacconi-Moore: Leadership Case Study Analysis	Insufficient Evidence	Poor choice of issue. Role of players unclear. Course of action unclear. Success unclear.	Issue, players and roles well-defined. Course of action and success logical and well articulated.	Issue, players and roles vividly defined. Course of action and success logical and well articulated. Insightful commentary.

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Section 4. Curriculum, Instruction, Assessment & Organizational Change

Contents should provide evidence of the following standards:

- L3 Reviews, evaluates and revises instructional programs on the basis of sound information and relevant data.
- L4 Knows and encourages appropriate uses of instructional technologies.
- L5 Promotes activities that honor academic excellence.
- L7 Helps staff align their curriculum with the state's curriculum frameworks.
- L9 Encourages experimentation and rigorous evaluation of new pedagogical approaches.
- A3 Identifies, implements, and evaluates content-based instruction based on the Massachusetts Curriculum Frameworks.
- P2 Maintains interest in current developments in the professional discipline.
- P3 Knows educational principles and research that promote sound practices.
- P4 Studies educational research of relevance to professional responsibilities.
- P8 Knows multiple strategies to assess student performance.
- P9 Understands approaches to organizational change, school-based management, and school restructuring.

	Does not meet standard	Approaching standard	Meets standard	Exceeds standard
ILL Keroack: District Data Analysis	Insufficient evidence.	Some student achievement data included. Strengths and growth areas identified. Does not sufficiently consider district, grade levels, sub groups. Some reasons given for results.	Adequate data included. Strengths and growth areas identified. Sound analysis, considering grade levels and sub groups. Plausible reasons given for results.	Extensive data included. Strengths and growth areas identified. Insightful analysis, include explanation of results.
ILL Keroack: District Curriculum Improvement Plan	Insufficient evidence.	Some student achievement data included. Strengths and growth areas identified. Does not sufficiently consider district, grade levels, sub groups. Some reasons given for results.	Three year plan. Most critical needs addressed. Improvement plan addresses needs of district and reflects knowledge of strategic planning, curriculum development, professional development, change theory.	Extensive data included. Strengths and growth areas identified. Insightful analysis. Improvement plan addresses needs of district and reflects knowledge of strategic planning, curriculum development, professional development, change theory. Recommend actions will likely lead to substantial improvement.
Technology used to improve instruction: select an artifact of your choice as evidence of meeting the standard(s) and write a reflection	Insufficient evidence.	Reflection addresses how technology is positively altering teacher and student performance.	Reflection addresses how technology is altering teacher and student performance, what teachers can teach and students can learn with technology that they could not w/o tech.	Reflection includes clear, compelling and vivid examples of how technology is altering teacher and student performance, what teachers can teach and students can learn with technology that they could not w/o tech, and recommendations for expanded use of instructional technology.

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Section 5. Equity and Excellence

Contents should provide evidence of the following standards:

- A6 Acts with integrity, fairness and professionalism.
- E1 Assures presence and quality of educational programs that address the needs, interests and abilities of all students.
- E2 Provides programs or activities that help all students acquire a positive civic identity and see themselves as integral members of our civic communities.
- E3 Fosters understanding that effort is a key factor in achievement.
- E4 Helps all students see themselves as unique individuals responsible for their own actions.
- E5 Assures high academic expectations for all students.
- P5 Is familiar with the range of instructional programs and policies that can promote academic learning for all students.
- P6 Is familiar with the range of student support services.
- P10 Understands federal, state and municipal laws and regulations affecting schools, staff and students, including laws on disability, civil rights and responsibilities, issues of liability, and requirements of due process.

	Does not meet standard	Approaching standard	Meets standard	Exceeds standard
SPED Johnson: Project	Insufficient evidence.	Minimal or superficial analysis. Analysis of trends not based on sufficient data. Inadequate recommendations for cost-containment measures.	Complete analysis based on good data. Data gathered from multiple sources. Recommendations are appropriate and reasonable given the data.	Insightful paper that reflects careful analysis of data. Data gathered from a variety of sources. Recommendations will likely lead to cost-containment and program improvement.
MIIE Fernandez: Equity Project	Insufficient evidence.	Identifies how district perpetuates inequity. Intervention described.	Describes in detail who/what is negatively affect by district policies and practices. Intervention critically examined and implemented.	Describes in detail who/what is negatively affect by district policies and practices. Intervention can be applied in similar situations. Evaluation of intervention includes challenges and anticipated outcomes.
Understanding federal, state and municipal laws and regulations affecting schools, staff and students, such as laws on disability, civil rights and responsibilities, issues of liability, and requirements of due process: select an artifact of your choice as evidence of meeting the standard(s) and write a reflection	Insufficient evidence.	Poor or questionable choice of artifact. Role of student unclear. Reflection is mainly narrative, lacks insight. Link to student learning unclear. No mention of literature.	Artifact clearly linked to standards. Student's role, learning and future action described. Activity demonstrates understanding of relevant laws and regulations. Literature referenced when appropriate.	Artifact clearly linked to standards. Vivid description of task, event, or experience, with role stated. Substantive statement of what student learned, insight gained, what he/she will do in the future as a result of the insight. Connection made between activity and student learning. Literature referenced where appropriate; evidence of academic grounding in theory.

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Section 6. Selecting, Developing, Supervising and Evaluating Staff

Contents should provide evidence of the following standards:

- L6 Involves staff in preparing and implementing professional development plans that are related to improved student learning.
- L8 Understands principles of mentoring and provides new teachers with mentors.
- A2 Used effective methods of personnel selection, supervision and evaluation.
- A5 Uses technology appropriately for his or her professional position.
- P7 Is familiar with the range of professional training programs and providers for prospective teachers.

	Does not meet standard	Approaching standard	Meets standard	Exceeds standard
Induction and mentoring: select an artifact of your choice as evidence of meeting the standard(s) and write a reflection	Insufficient evidence.	Poor or questionable choice of artifact. Role of student unclear. Reflection is mainly narrative, lacks insight. Link to student learning unclear. No mention of literature.	Artifact clearly linked to standards. Student's role, learning and future action described. Activity demonstrates sound principles of adult learning. Link made between adult and student learning. Literature referenced when appropriate.	Artifact clearly linked to standards. Vivid description of task, event, or experience, with role stated. Substantive statement of what student learned, insight gained, what he/she will do in the future as a result of the insight. Connection made between activity and student learning. Literature referenced where appropriate; evidence of academic grounding in theory.
ILL Keroack: Professional Development in Action, including PowerPoint	Insufficient evidence.	Poor or questionable choice of activity. Link to student learning unclear. Workshop plan does not follow UBD design. PowerPoint minimally enhances work. Reflection/assessment is mainly narrative, lacks insight.	Activity clearly linked to district improvement goals. Activity demonstrates sound principles of adult learning and planning using UBD model. Link made between adult and student learning. PowerPoint enhances work. Reflection/assessment is aligned with feedback. Interview included.	Activity clearly linked to district improvement goals. Activity demonstrates sound principles of adult learning. Connection made between activity and student learning. PowerPoint enhances learning. Reflection/assessment is substantive statement of what student learned, insight gained, what he/she will do in the future as a result of the insight. Literature referenced where appropriate. Interview included.
ILL Keroack: Model for Improving School and District Leadership	Insufficient evidence.	Strengths and weaknesses of current practices listed. Some mention of theory from literature. Proposed improvement process of questionable effectiveness.	Strengths and weaknesses of current practices described. Theory from literature referenced. Proposed process sound, likely to correct ineffective practices or enhance current program. Technology used effectively.	Strengths and weaknesses of current practices vividly described. Practices evaluated based on literature. Literature effectively referenced. Proposed process well-articulated, very likely to correct ineffective practices or enhance current program. Technology used effectively.

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Section 7. Community Partnerships

Contents should provide evidence of the following standards:

C1 Involves families and other community members in developing the vision, goals, improvement plans, and programs for the school/district.

C2 Promotes partnerships among staff, families, the business community, and other community groups and uses community resources to enhance instruction.

	Does not meet standard	Approaching standard	Meets standard	Exceeds standard
Community partnerships: select an artifact of your choice as evidence of meeting the standard(s) and write a reflection	Insufficient evidence.	Poor choice of artifact. Role of student unclear. Reflection is mainly narrative, lacks insight. No mention of literature.	Artifact clearly linked to standards. Student's role, learning and future action described. Initiative clearly tied to student learning. Literature referenced when appropriate.	Artifact clearly linked to standards. Vivid description of task, event, or experience, with role stated. Substantive statement of what student learned, insight gained, what he/she will do in the future as a result of the insight. Connection made between activity and student learning. Literature referenced when appropriate; evidence of academic grounding in theory.

Section 8. Final Synthesis

Contents should provide evidence of the following standards:

A1 Demonstrates effective oral and written communication skills.

P11 Demonstrates understanding of current issues in American education.

	Does not meet standard	Approaching standard	Meets standard	Exceeds standard
Final Synthesis essay – In a coherent essay of no more than three pages, address the following guiding questions: What distinguishes you as a leader? What capacities will you bring to a school or department setting and what are your vulnerabilities? What are the core values that will inform your future leadership and for which you will be known? What will you do to insure that you continue to learn and grow as a leader?	Insufficient evidence.	Brief or incomplete. Minimal introspection. Simple language, unclear focus, lacks coherence. Superficial treatment of beliefs, values and growth. Lacks insight. Literature not cited or ineffectively cited.	Addresses all questions. Varied language, logical organization, clear focus. Demonstrates understanding of the role of beliefs, values and a commitment to future growth. Literature may be cited as appropriate.	Addresses all questions. Rich language, specific examples. Tone reflects author's personal investment and expression. Logical organization, clear focus, coherent. Probes the nuances of beliefs, values and the complexities of leadership and growth. Literature cited as appropriate.

Assessment Summary

	0 Points	2 Points	4 Points	6 Points	Points for Section
1. Portfolio organization and readability	Does not meet standard	Approaching standard	Meets standard	Exceeds standard	<input type="text"/>
2. Vision, Mission and School Culture	Does not meet standard	Approaching standard	Meets standard	Exceeds standard	<input type="text"/>
3. Leadership Skills	Does not meet standard	Approaching standard	Meets standard	Exceeds standard	<input type="text"/>
4. Curriculum, Instruction and Assessment	Does not meet standard	Approaching standard	Meets standard	Exceeds standard	<input type="text"/>
5. Equity and Excellence	Does not meet standard	Approaching standard	Meets standard	Exceeds standard	<input type="text"/>
6. Selecting, Developing, Supervising and Evaluating Staff	Does not meet standard	Approaching standard	Meets standard	Exceeds standard	<input type="text"/>
7. Community Partnerships	Does not meet standard	Approaching standard	Meets standard	Exceeds standard	<input type="text"/>
8. Final Synthesis	Does not meet standard	Approaching standard	Meets standard	Exceeds standard	<input type="text"/>

Comments

TOTAL POINTS

Student: _____

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