



FORM P

**PORTFOLIO RUBRIC 2011**  
 Put 2 copies of this in your portfolio

**LEADERSHIP PORTFOLIO**

**Student:** \_\_\_\_\_

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 schools. 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.**

	<b>Does not meet standard</b>	<b>Meets standard</b>
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.

Assignment	<b>Does not meet standard</b>	<b>Approaching standard</b>	<b>Meets standard</b>	<b>Exceeds standard</b>
<b>Due Date</b> 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 D'Auria: Culture Analysis project	Insufficient evidence.	Interview: incomplete and/or superficial questions and findings. Department or faculty analysis: little depth, all points not addressed.	Interview: 10 or more people interviewed. Questions carefully crafted. Includes findings and recommendations. Each functional or dysfunctional area of team activity described. Communication behavior referenced. Department or faculty analysis: All areas addressed in sufficient detail.	Interview: 10 or more people interviewed. Questions carefully crafted. Findings and recommendations for improvement demonstrate insight. Careful observations and insights described about each of the functional or dysfunctional areas of team activity. Rich data about communication behavior. Department or faculty analysis: All areas addressed in depth; insightful analysis.

### 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.
- A5 Uses technology appropriately for his or her professional position.
- A7 Understands plant facilities and equipment management.
- P1 Meets his or her legal and moral responsibilities.

	Does not meet standard	Approaching standard - C	Meets standard - B	Exceeds standard – A
SK Aherne: Interview of a Principal assignment	Insufficient evidence.	Minimally addresses legal, fiscal, programmatic and political implications of the MA Ed Reform Act and NCLB. Addresses role of interviewee in budget process.	Addresses legal, fiscal, programmatic and political implications of the MA Ed Reform Act and NCLB. Addresses role of interviewee in budget process. Specific examples.	Addresses legal, fiscal, programmatic and political implications of the MA Ed Reform Act and NCLB. Addresses role of interviewee in budget process. Rich language. Clear, vivid examples.
SK Aherne: Budget Analysis assignment	Insufficient evidence.	Limited development of topic. Few or no specific examples. Relevant content analyzed but not synthesized and evaluated.	Logical, clear and complete. Specific examples. Relevant content interpreted and analyzed.	Clear and complete. Vivid, specific examples. Relevant content interpreted, analyzed, synthesized and evaluated.
SK Aherne: Case Study Analysis on Discipline & Student Rights assignment	Insufficient evidence.	Limited development of topic. Few or no specific examples. Relevant content analyzed but not synthesized and evaluated.	Logical, clear and complete. Specific examples. Relevant content interpreted and analyzed. Rationale is compelling.	Clear and complete. Vivid, specific examples. Relevant content interpreted, analyzed, synthesized and evaluated. Rationale extremely compelling.
SPED Pike: Cost Containment Paper	Insufficient evidence.	Limited research with little analysis. Predictable recommendations.	Quality analysis based on sufficient data. Recommendations are logical and based on the data.	Creative and detailed analysis. Data from sources beyond those suggested. Creative and insightful recommendations.
Using technology for data analysis: select an artifact of your choice as evidence of meeting the standard(s) and write a reflection. Possible artifacts: assessment or grading spreadsheets or reports, electronic survey results, MCAS or other assessment score analysis, etc.	Insufficient evidence.	Use of technology minimally enhances work; only the basic capabilities used.	Artifact clearly linked to standards. Use of technology enhances work. Student's role, learning and future action described. Activity demonstrates understanding of relevant laws and regulations. Literature referenced when appropriate.	Skillful and sophisticated use of technology greatly enhances work. 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.

### Section 4. Curriculum, Instruction, Assessment and 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.

	<b>Does not meet standard</b>	<b>Approaching standard</b>	<b>Meets standard</b>	<b>Exceeds standard</b>
ILL Grenier: Action Research Paper  <b>March 15</b>	Insufficient evidence.	Driving question loosely linked to student achievement and school improvement. Data collected. Intervention may lead to improvement. Post-intervention data collected and analyzed. Reflection references leadership and change.	Driving question linked to student achievement and school improvement. Data collection instrument developed. Pre-intervention data collected from two sources, analyzed. Intervention will likely lead to improvement. Post-intervention data collected from three sources, analyzed. Reflection references leadership and school change.	Driving question linked to student achievement and school improvement. Data collection instrument developed. Pre-intervention data collected from two sources. Pre-intervention data analyzed. Recommended intervention will likely lead to substantial improvement. Post-intervention data collected from three sources, analyzed, synthesized, and evaluated completely. Reflection references leadership and school change; evidence of academic grounding in theory.
ILL Grenier: <i>Assessment in Practice</i> assignment	Insufficient evidence.	Paper addresses one of the six dimensions of understanding: delineating knowledge, transferring knowledge, taking multi-faceted perspectives, exhibiting empathy, extending self-knowledge. Some aspects of prompt addressed.	Paper addresses one of the six dimensions of understanding: delineating knowledge, transferring knowledge, taking multi-faceted perspectives, exhibiting empathy, extending self-knowledge. Clear and complete response to prompt.	Paper addresses one of the six dimensions of understanding: delineating knowledge, transferring knowledge, taking multi-faceted perspectives, exhibiting empathy, extending self-knowledge. Clear and complete response to prompt. Rich language. Specific examples.

<p>Using technology to develop 21<sup>st</sup> century skills (see <a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a> for more information on 21<sup>st</sup> century skills): select an artifact of your choice as evidence of meeting the standard(s) and write a reflection. Possible artifacts: technology-based projects; assignments requiring students to work collaboratively with others across globe; assignments or projects such as those provided in the curricula at <a href="http://21stcenturyskills.org">21<sup>st</sup>centuryskills.org</a> (the English Language Arts curriculum gives examples pertinent to many disciplines), etc.</p>	<p>Insufficient evidence.</p>	<p>Reflection addresses how technology has been used to positively altering teacher and student performance.</p>	<p>Reflection addresses how technology is improving teacher and student performance, what teachers can teach and students can learn with technology that they could not w/o tech. Description of how technology is used, with student's role stated. Activity demonstrates sound principles of standards-based curriculum, instruction and assessment. Literature referenced when appropriate.</p>	<p>Vivid description of how technology is used, with student's role stated. 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. 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.</p>
<p>Organizational change to strengthen curriculum, instruction and assessment (C, I, A): select an artifact of your choice related to a school or department change initiative in which you have participated. The purpose of the change initiative must be to improve curriculum, instruction, and/or assessment. Reference Reeves' <i>Leading Change in Your School</i>. Write a reflection as evidence of meeting the standard(s).</p>	<p>Insufficient evidence.</p>	<p>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.</p>	<p>Artifact clearly linked to standards. Student's role, learning and future action described. Activity demonstrates sound principles of standards-based curriculum, instruction and assessment. Literature referenced when appropriate.</p>	<p>Artifact clearly linked to standards. Vivid description of task, event, or experience, with role stated. Clear understanding of change process and challenges. 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.</p>

## 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.

	<b>Does not meet standard</b>	<b>Approaching standard</b>	<b>Meets standard</b>	<b>Exceeds standard</b>
SPED Pike: Final Reflection assignment	Insufficient evidence.	Matrix complete; details lacking. Leader's perspective referenced.	Matrix complete. Reflection demonstrates leader's perspective on philosophical, legal, ethical and educational challenges.	Matrix complete. Multi-faceted description of parents' and district's position, district's blunders and exemplary practices. Reflection demonstrates leader's insight and perspective on philosophical, legal, ethical and educational challenges.
IE Walker: Cultural Scan assignment	Insufficient coverage.	Log covers some items but not all (see, hear, touch, feel). Observations lack detail. Little connection made between observations and definition of cultural proficiency, role of school leader.	Log addresses all items in adequate detail. Thorough observations. Link made between observations and definition of cultural proficiency. Careful thought expressed about how new awareness will shape student as school leader.	Log addresses all items in rich detail, vivid language. Thorough observations clearly influence definition of cultural proficiency. Powerfully conveys how new insights gained will shape student as school leader.
IE Walker: Examining Legislation through the Lens of Cultural Proficiency assignment	Incomplete assignment.	Questions addressed in superficial manner. Little detail or reference to legislation. Suggested changes ill-defined.	Questions addressed in depth. Multiple theories, specifics of legislation referenced in analysis. Proposed action critically evaluated.	Questions addressed in depth with vivid, specific examples. Multiple theories, specifics of legislation referenced in analysis. Proposed action critically evaluated; likely to result in improvement.

## 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.
- P7 Is familiar with the range of professional training programs and providers for prospective teachers.

	<b>Does not meet standard</b>	<b>Approaching standard</b>	<b>Meets standard</b>	<b>Exceeds standard</b>
DNA D'Auria: Classroom Observation Write-up	Insufficient evidence.	Details lacking in observation write-up. Link to student learning unclear.	Complete, detailed observation write-up. Claims, evidence and conclusion included.	Clear, vivid description of teaching and learning taking place in the classroom observed. Claims, evidence and conclusion included.
Induction and mentoring: select an artifact of your choice as evidence of meeting the standard(s) and write a reflection. Possible artifacts: agenda from a meeting of mentors, table of contents from mentor handbook, proposal for a mentor program, etc.	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.
Professional development: select an artifact of your choice as evidence of meeting the standard(s) and write a reflection. Possible artifacts: PowerPoint or agenda from a training session that you led; proposal with rationale for a workshop series; team meeting agenda for common planning time devoted to revising practice or materials; etc.	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.

## 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. Possible artifacts: agenda or program for a community activity that you coordinated; description of a program that brings community members into the schools; senior project or internship materials, etc.	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
ILL Grenier: Final Synthesis Essay assignment – In an essay of no more than three pages, address the following guiding questions. Do not simply answer the questions; they are provided as a guide to help you write a powerful, coherent essay. <i>What distinguishes you as a leader?</i> <i>What capacities will you bring to a school or department setting and what are your vulnerabilities?</i> <i>What are the core values that will inform your future leadership and for which you will be known?</i> <i>What will you do to insure that you continue to learn and grow as a leader?</i>	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.

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

Comments

**TOTAL POINTS**

Student: \_\_\_\_\_

Reviewer: \_\_\_\_\_