

**Educational Leadership
College of Education
San Jose State University
RUBRIC FOR EVALUATION OF MAHEA PORTFOLIOS**

Educational Leadership Rubric for Evaluating MAHEA Portfolios

| | Excellent | Satisfactory | Needs Improvement |
|--|---|--|---|
| Administrative Concepts and Management Strategies | Compelling evidence of understanding of leadership and management concepts by clear application of knowledge and skills to the on-going operation and improvement of college administration practices. | Demonstrates understanding and reflection of leadership, management concepts, and application of knowledge and skills to the on-going operation and improvement of college administration practices. | Some evidence of understanding and reflection of leadership and management concepts, but little evidence of application of knowledge and skills |
| Role of School in a Democratic Society | Clearly demonstrates higher education administration as a part of the larger society by authentically engaging the community and students. | Demonstrates understanding that higher education administration is a system that is closely linked to the larger society. | Some understanding that higher education administration is a system that is closely linked to the larger society. |
| Building Equity in Diverse Communities | Taken important steps to advocate for equity and improve student success within a diverse community. | Demonstrates understanding that advocacy for equity optimizes student success within a diverse community. | Little evidence of understanding of equity and its connection to success for all students. |
| Managing and Leading Change | Strong evidence of actually implementing systemic change and improvement strategies and creating the appropriate support for sustainability. | Demonstrates skills to manage and support appropriate change and improvement that ensures success for all students. | Little evidence that the change and improvement and/or support was linked to the success for all students. |
| Research and Reflection on Practice | Uses research, reflection and action in order to maximize equity of access and learning for all students. | Uses research and reflection in order to maximize equity of access and learning for all students. | Little evidence between the use of research and reflection. |
| Mechanics | <p>All components are present and match the order given in checklist with an introductory reflective paragraph where relevant.</p> <p>Each theme has its own index tab with a short reflective introduction and three samples of application and transfer of the theme's learning to work.</p> <p>Reflective writing refers to topic and its relation to classes, readings, simulations, applications transferred to work, and future learning goals.</p> <p>Writing demonstrates excellent prose style with no grammatical errors.</p> <p>No padding</p> | <p>All components are present and match the order given in the checklist.</p> <p>At least two exhibits demonstrate competency in each of the five themes.</p> <p>Reflective writing refers to topic and its relation to classes, readings, simulations, applications transferred to work, and future learning goals.</p> <p>Writing demonstrated satisfactory prose style and no more than two grammatical errors.</p> <p>Some padding</p> | <p>Some components are missing or do not match the checklist.</p> <p>Fewer than two exhibits for each of the five themes.</p> <p>Reflective writing includes few or no reference to topic, classes, readings, simulations, application transfer to work or future learning goals.</p> <p>Writing demonstrates unsatisfactory prose style and more than two grammatical errors.</p> <p>Obvious padding or non-relevant work samples.</p> |