

**Educational Leadership  
College of Education  
San Jose State University  
RUBRIC FOR EVALUATION OF TIER 1 PORTFOLIOS**

**Educational Leadership Rubric for Evaluating Tier 1 Portfolios**

	<b>Excellent</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>
<b>Administrative Concepts and Management Strategies</b>	Compelling evidence of understanding of leadership and management concepts by clear application of knowledge and skills to the on-going operation and improvement of schools.	Demonstrates understanding and reflection of leadership, management concepts, and application of knowledge and skills to the on-going operation and improvement of schools.	Some evidence of understanding and reflection of leadership and management concepts, but little evidence of application of knowledge and skills
<b>Role of School in a Democratic Society</b>	Clearly demonstrates the school as a part of the larger society by authentically engaging the community and students.	Demonstrates understanding that the school is a system that is closely linked to the larger society.	Some understanding that the school is a system that is closely linked to the larger society.
<b>Building Equity in Diverse Communities</b>	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.
<b>Managing and Leading Change</b>	Strong evidence of actually implementing systemic change strategies and creating the appropriate support for sustainability.	Demonstrates skills to manage and support appropriate change that ensures success for all students.	Little evidence that the change and/or support was linked to the success for all students.
<b>Research and Reflection on Practice</b>	Uses research, reflection and action in order to maximize learning for all students.	Uses research and reflection in order to maximize learning for all students.	Little evidence between the use of research and reflection in order to maximize learning for all students.
<b>Mechanics</b>	<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>Includes a self-assessment of current administrative knowledge and skill mastery using the Portfolio Personal Assessment and 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 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>Includes a current self-assessment of administrative knowledge and skill mastery using the Portfolio Personal Assessment.</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>Self-assessment of administrative knowledge and skill mastery using the Portfolio Personal Assessment is missing.</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>