

**Educational Leadership
College of Education
San Jose State University**

RUBRIC FOR EVALUATION OF TIER 2 PORTFOLIOS

Educational Leadership Rubric for Evaluating Tier 2 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 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
Role of School in a Democratic Society	Clearly demonstrates the use of democratic processes in school and role of schooling in an American democracy by authentically engaging the community and students.	Demonstrates understanding of democratic processes in school and role of schooling in an American democracy.	Some understanding of the role of schooling in an American democracy and the use of democratic processes to engage the community and students.
Building Equity in Diverse Com.	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 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.
Research and Reflection on Practice	Uses research, reflection and action in order to maximize learning for all students. Includes Tier 2 Change Matrix project, reflection, peer coaching and mentoring reflection	Uses research and reflection in order to maximize learning for all students. Includes Tier 2 Change Matrix project, reflection, peer coaching and mentoring reflection.	Little evidence between the use of research and reflection in order to maximize learning for all students. Change Matrix Project is not about teaching or learning issues or reflection of peer coaching or mentoring missing.
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>Includes a self-assessment of current administrative strengths and challenges using the LBAll and the 21st Century School Administrator Skills self-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. (PDAP)</p> <p>Writing demonstrates excellent prose style with no grammatical errors.</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 strengths and challenges using the LBAll and the 21st Century School Administrator Skills self assessment</p> <p>Reflective writing refers to topic and its relation to classes, readings, simulations, applications transferred to work, and PDAP.</p> <p>Writing demonstrated satisfactory prose style and no more than two grammatical errors.</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 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>

	No padding	Some padding	Obvious padding or non-relevant work samples.
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