

Evaluation Rubric- ESECEL 631
Staff Selection, Supervision and Evaluation
Rubric for Personal Reflections

	Not Yet-0	Proficient-1	Exemplary-2
Content Knowledge	Personal Reflections show little understanding of the course content.	An understanding of the content is obvious from the personal reflections.	Personal reflections demonstrate an thorough understanding of content from the course and connects with other standards.
Skills	Personal reflections are written poorly and are generally unclear.	Personal reflections are written clearly and show a satisfactory level of writing competence.	Personal reflections were successfully written and demonstrate a high degree of skill in writing.
Connection to ELCC Standards	Personal reflections were completed in a superficial manner with only a limited connection to a standard.	Personal reflections were thoroughly completed, well written, organized and displayed an in-depth understanding of a specific standard.	Personal reflections were thoroughly completed, well written, organized, and displayed an in-depth understanding of several standards.
Connection to Personal Learning Plan	Personal reflections had no connection to the student's individual learning plan.	Personal reflections demonstrated thoughtfulness and a clarity of new learning to fit with the personal learning plan.	Personal reflections showed thoughtfulness, clarity of new learning and areas for future learning to include in the personal learning plan.
Connection to Professional Portfolio	Personal Reflections are not included in the portfolio.	Personal reflections are in the portfolio.	Personal reflections are included within the portfolio and are organized in a way that is clear and demonstrates the connections to the standards.

Evaluation Rubric- ESECEL 631
Staff Selection, Supervision and Evaluation
Rubric for Projects

	Not Yet-0	Proficient-1	Exemplary-2
Content Knowledge	There is little shown within this project to demonstrate an understanding of the content from the course.	Content from this course is obvious in the demonstrated work from the class project.	The class project clearly demonstrates content from the course and connects with other standards.
Implementation	The project was not effectively carried out and the presenter is not clear with why that happened.	Project was carried out but had no effect on the functioning or growth of the organization.	Project was successfully completed and led to some systemic change within the system.
Connection to ELCC Standards	Project was completed in a superficial manner with only a limited connection to a standard.	Project was thoroughly completed, well written, organized and displayed an in-depth understanding of a specific standard.	Project was thoroughly completed, well written, organized, displayed an in-depth understanding of several standards and a reflection on how it may have been improved.
Connection to Personal Learning Plan	The project had no connection to the student's individual learning plan.	The project demonstrated thoughtfulness and a clarity of new learning to fit with the personal learning plan.	The project showed thoughtfulness, clarity of new learning and areas for future learning to include in the personal learning plan.

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

1.1 Develop a Vision

	Self Mentor	
a. Candidates develop a vision of learning for a school that promotes the success of all students		
b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.		

1.2 Articulate a Vision

a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision		
b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.		
c. Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.		

1.3 Implement a Vision

a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision		
b. Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).		

1.4 Steward a Vision

a. Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision		
b. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.		
c. Candidates assume stewardship of the vision through various methods.		

1.5 Promote Community Involvement in the Vision

a. Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.		
b. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.		

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

2.1 Promote Positive School Culture

a. Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.		
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2.2 Provide Effective Instructional Program

a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.		
b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs		
c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.		

2.3 Apply Best Practice to Student Learning

a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.		
b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.		
c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.		

2.4 Design Comprehensive Professional Growth Plans

a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.		
b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.		
c. Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.		

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

3.1 Manage the Organization

a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency.		
b. Candidates develop plans of action for focusing on effective organization and		

management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.		
c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.		

3.2 Manage Operations

a. Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.		
b. Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.		
c. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.		

3.3 Manage Resources

a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.		
b. Candidates creatively seek new resources to facilitate learning.		
c. Candidates apply and assess current technologies for school management, business procedures, and scheduling.		

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Collaborate with Families and Other Community Members

a. Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning		
b. Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.		
c. Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members		
d. Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.		
e. Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.		
f. Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.		
g. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.		
h. Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.		

4.2 Respond to Community Interests and Needs

a. Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.		
b. Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.		
c. Candidates provide leadership to programs serving students with special and exceptional needs.		
d. Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.		

4.3 Mobilize Community Resources

a. Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.		
b. Candidates demonstrate how to use school resources and social service agencies to serve the community.		
c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.		

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

5.1 Acts with Integrity

a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.		
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5.2 Acts Fairly

a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others		
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5.3 Acts Ethically

a. Candidates make and explain decisions based upon ethical and legal principles.		
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Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.1 Understand the Larger Context

a. Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a		
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school context.		
b. Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school		
c. Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.		
d. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.		
e. Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.		
f. Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.		
g. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.		
h. Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.		

6.2 Respond to the Larger Context

a. Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.		
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6.3 Influence the Larger Context

a. Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws		
b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.		
c. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics		

Evaluation Rubric
Principal Internship

	Not Yet-0	Proficient-1	Exemplary-2
Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.	While the candidate may have a vision for what school should be, has not expressed it publicly nor worked toward moving the vision.	The candidate has a clear vision for schools and has demonstrated an ability to work toward moving the vision by articulating it publicly and implementing steps to move the vision.	The candidate has a clearly defined and expressed vision for schools and has consistently demonstrated an ability to move the vision. Decisions made take this vision into account in a consistent and exemplary manner.
Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.	While the candidate MAY have the knowledge, skills, and dispositions to assess and promote a positive school culture, lead, supervise and evaluate the instructional program applying best practices and work with staff to design professional development plans, the candidate has been unable to demonstrate these competencies.	The candidate has demonstrated the knowledge, skills and dispositions to assess and promote a positive school culture, lead, supervise and evaluate the instructional program applying best practices and is able to work with staff to design professional development plans.	The candidate has demonstrated the knowledge, skills and dispositions to assess and promote a positive school culture, lead, supervise and evaluate the instructional program applying best practices and is able to work with staff to design professional development plans. Additionally, the candidate has an exemplary understanding of curriculum at that level and understands the factors that create a positive school climate.
Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	While the candidate may have the knowledge, skills and dispositions to manage an organization has thus far been able to demonstrate these skills. The candidate does not manage a complex organization smoothly resulting in confusion and inefficient procedures.	Candidate has shown the knowledge, skills and dispositions necessary to manage a complex organization with flexibility in a manner that ensures a safe, efficient and effective learning environment.	The candidate is highly efficient and able to manage a complex organization with exemplary skills and flexibility in such a way as to make it appear seamless and effortless.

<p>Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</p>	<p>While the candidate may possess the knowledge, skills and dispositions to collaborate with families and the community in such a way as to mobilize resources and accomplish goals established collaboratively, there has been little evidence of this.</p>	<p>The candidate has demonstrated the knowledge, skills and dispositions to collaborate with families and the community in such a way as to mobilize resources and accomplish goals established collaboratively.</p>	<p>The candidate has demonstrated the knowledge, skills and dispositions to collaborate with families and the community in such a way as to mobilize resources and accomplish goals established collaboratively. The candidates work in this area to bring community groups together collaboratively is noteworthy.</p>
<p>Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.</p>	<p>The candidate has on occasion made statements or acted in a manner that a person might question the candidate's ethics, fairness or integrity.</p>	<p>The candidate has demonstrated the highest ethical behavior and acts with integrity and fairly.</p>	<p>The candidate has demonstrated consistently the highest ethical behavior and always acts with integrity and fairly.</p>
<p>Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p>	<p>While the candidate may understand how political, social, economic, legal and cultural contexts may influence the work in schools, the candidate has not expressed this nor acted in ways to promote the roles schools play in the larger context.</p>	<p>The candidate has demonstrated an understanding of how political, social, economic, legal and cultural contexts may influence the work in schools through the candidates work in the school and the larger educational arena.</p>	<p>The candidate has demonstrated an understanding of how political, social, economic, legal and cultural contexts may influence the work in schools through the candidate's active involvement in organizations that serve to influence these contextual arenas.</p>

Total Points: _____

Additional Comments: