

**RUBRICS FOR ASSESSING MASTER'S LEVEL SCHOOL ADMINISTRATION
PORTFOLIO EVIDENCE CLUSTERS
APPALACHIAN STATE UNIVERSITY**

Student Name _____

Cohort _____ Date _____

This student matriculated through the following program—

_____ MSA Candidate
_____ Add-on Licensure (AOL) Candidate

Directions: Candidates for the degree must score at Proficient, or above, on each standard descriptor aligned with each Evidence Cluster in order to pass the Portfolio, meet the requirements for the degree (MSA), and meet the requirements for licensure recommendation. Portfolio Evidence Clusters should reflect a score that most accurately describes the candidate's work on each element. Consult the full *NC School Executive Pre-service Standards for Principals* for descriptors at the Emerging, Developing, and Accomplished levels when scoring the Portfolio. The lead scorer will provide the final score in TK20. Scoring sheets will be used for in-house program evaluation. All sheets are to be returned to the Program Coordinator.

This student receives the following score on the Portfolio based on the attached scoring rubric--

_____ Pass _____ Not Pass

Reviewer's Signature _____ Date _____

Comments:

Candidate Name:

Evidence # 1 – Positive Impact on Student Learning and Development

**Name of Evidence: An Analysis and Accompanying Action Plan for Impacting Student Learning and Development
Assessment Rubric**

Descriptors: 1b.1, 2a.1, 2a.2, 2a.3

Descriptor from Standard	Emerging	Developing	Proficient		Accomplished	Not Demonstrated
	1	2	3	4	5	
1b.1 Works with others to systematically consider new and better ways of leading for improved student achievement for all students and engages stakeholders in the change process						
2a.1 Works with others to systematically focus on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning.						
2a.2 Helps organize targeted opportunities for teachers to learn how to teach their subjects well with engaging lessons						
2a.3 Utilizes multiple sources of data, including the Teacher Working Conditions Survey, for the improvement of instruction						

Comments--

Candidate Name:

Evidence #2 Teacher Empowerment and Leadership

Name of Evidence: Analysis and Action Plan for School Capacity Building

Descriptors: 1d.1, 1d.2, 3a.1, 3a.3, 3d.1, 3d.2, 4a.1, 4a.2

Descriptor from Standard	Emerging	Developing	Proficient		Accomplished	Not Demonstrated
	1	2	3	4	5	
1d.1 Works with others to create opportunities for staff to demonstrate leadership skills by empowering them to assume leadership and decision-making roles.						
1d.2 Works with others to encourage teachers and support staff to assume leadership and decision-making roles in the school.						
3a.1 Designs strategies for achieving a collaborative and positive work environment within the school.						
3a.3 Utilizes data gained from the <i>Teacher Working Conditions Survey</i> and other sources to identify perceptions of the work environment.						
3d.1 Identifies strategies for building a sense of efficacy and empowerment among staff.						
3d.2 Identifies strategies for developing a sense of well being among staff, students, and parents/guardians.						
4a.1 Works with others to provide structures for and implement the development of effective professional learning communities and results-oriented professional development.						
4a.2 Routinely participates in professional development focused on improving instructional programs and practices.						

Comments—

Candidate Name:

Evidence # 3 – Community Involvement and Engagement

**Name of Evidence - Assessment Project on School – Community Capacity-Building
Assessment Rubric**

Descriptors: 3a.2, 5c.1, 6a.1, 7a.1

Descriptor from Standard	Emerging	Developing	Proficient		Accomplished	Not Demonstrated
	1	2	3	4	5	
3a.2 Seeks input from the School Improvement Team and other stakeholders to make decisions.						
5c.1 Works with others to utilize a system of open communication that provides for the timely, responsible sharing of information within the school community						
6a.1 Works with others to engage parents/guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community’s vision of the school						
7a.1 Works with others to build systems and relationships that utilize the staff’s diversity, ideological differences, and expertise to realize the school’s goals.						

Comments—

Candidate Name:

Evidence # 4 – Organizational Management

**Name of Evidence - Assessing/Auditing a School’s Organization and Management Procedures Project
Assessment Rubric**

Descriptors: 2b.1, 2b.2, 4b1, 4c.1, 4c.2, 5a.1, 5a.2, 5c.2, 6b.1, 6b.3

Descriptor from Standard	Emerging	Developing	Proficient		Accomplished	Not Demonstrated
	1	2	3	4	5	
2b.1 Adheres to legal requirements for planning and instructional time.						
2b.2 Reviews scheduling processes and protocols that maximize staff input and address diverse student learning needs						
4b.1 Supports, mentors, and coaches staff members and emerging teacher leaders.						
4c.1 Works with others to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice.						
4c.2 Works with others to implement district and state evaluation policies in a fair and equitable manner						
5a.1 Works with others to incorporate the input of the School Improvement Team in budget and resource decisions.						
5a.2 Works with others to use feedback and data to assess the success of funding and program decisions.						
5c.2 Works with others to provide information in different formats in multiple ways through different media in order to ensure communication with all members of the community						
6b.1 Works with others to engage parents/guardians and all community						

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stakeholders in a shared responsibility for student and school success reflecting the community's vision of the school.						
6b.3 Works with others to implement district initiatives directed at improving student achievement						

Comments—

Candidate Name:

Evidence # 5 – School Culture and Safety

Name of Evidence - School Culture and Safety Audit Assessment Rubric

Descriptors: 3b.1, 3b.2, 3c.1 5b.1, 5d.1, 5d.2

3b.1 Uses shared values, beliefs and a shared vision to promote a school culture of learning and success.						
3b.2 Works with others to address diversity and equity as the school develops, monitors, and adjusts the school improvement plan.						
3c.1 Works with others to use established criteria for performance as the primary basis for reward and recognition.						
5b.1 Works with others to resolve problems and/or areas of conflict within the school in ways that improve student achievement.						
5d.1 Works with others to communicate and enforce clear expectations, structures, rules, and procedures for students and staff.						
5d.2 Works with others to effectively implement district rules and procedures						

Comments—

Candidate Name:

Evidence # 6 – School Improvement

Name of Evidence - School Improvement Assessment Project Assessment Rubric

Descriptors: 1a.1, 1a.2, 1c.1, 1c.2, 6b.2

Descriptor from Standard	Emerging	Developing	Proficient		Accomplished	Not Demonstrated
	1	2	3	4	5	
1a.1 Works with others to develop a shared vision and strategic goals for student achievement that reflect high expectations for students and staff.						
1a.2 Maintains a focus on the vision and strategic goals throughout the school year						
1c.1 Works with others to incorporate principles of continuous improvement and 21st century concepts into the School Improvement Plan.						
1c.2 Works with others to systematically collect, analyze, and use data regarding the school’s progress toward attaining strategic goals and objectives.						
6b.2 Continually assesses the progress of district initiatives and reports results to district-level decision -makers.						

Comments—

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