

**RUBRICS  
FOR  
EDUCATIONAL LEADERSHIP STANDARDS  
PRINCIPAL**

**SOE STANDARD –Disciplinary Foundations**  
**RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Disciplinary foundations:** demonstrates interpretive, normative, critical understanding of educational phenomenon through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (e.g., anthropology, history, philosophy and psychology of education)

	<b>DOES NOT MEET</b> (undergraduate/graduate level )	<b>MEETS</b> (undergraduate/graduate level)	<b>EXCEEDS</b> (undergraduate/graduate level)
<b>Knowledge Bases of Disciplinary Foundations</b>	Understands in a limited or perfunctory way one or more of the disciplinary foundations as related to the interpretive study of the social and cultural contexts and complexities of educational phenomenon and/or praxis. (e.g., no appreciation for the interpretive study of educational phenomenon as related to the disciplinary foundations of education)	Demonstrates a beginning (minimum), and general awareness and appreciation of one or more of the disciplinary foundations as related to the interpretive study of the social and cultural contexts and complexities of educational phenomenon and/or praxis (e.g., can identify and summarize the essential or core ideas, concepts and theories.)	Demonstrates exceptional and sophisticated appreciation, clarity, creativity and critical/analytical understanding of one or more of the disciplinary foundations as related to the interpretive study of the social and cultural contexts and complexities of educational phenomenon and/or praxis. (e.g., exhibits analytical sophistication.)
<b>Modes of inquiry</b>	Exhibits little or no interests in developing the critical/analytical skills and understanding for using the interpretive modes of educational inquiry as related to one or more of the disciplinary foundations knowledge bases.	Exhibits a general appreciation for developing the critical/analytical skills and understanding necessary for using interpretive modes of educational inquiry related to the disciplinary foundations knowledge bases.	Demonstrates an exceptional and sophisticated ability to critically/analytically use interpretive modes of educational inquiry to develop systematic logical argument(s) and synthesis issues and ideas related to one or more of the disciplinary foundations of education knowledge bases.
<b>Interpreting Educational Frameworks</b>	Exhibits little or no appreciation for past and present ideas, theories and/or intellectual traditions in one or more of the disciplinary foundations of education as it relates to the interpretive study of educational phenomenon and/or praxis.	Exhibits a general appreciation for the past and present ideas in the interpretive study of educational phenomenon and/or praxis as related to one or more of the disciplinary foundations knowledge bases. (e.g., desires to make connections between past and/or present theories and/or intellectual traditions)	Demonstrates an exceptional and sophisticated appreciation of past and/or present ideas, theories and/or intellectual traditions for the interpretive study of educational phenomenon and/or praxis (e.g., exhibits an extraordinary desire to creatively, critically and systematically interpret the connections between past and/or present theories and/or intellectual traditions.

Prepared by Stephen Haymes June 5, 2002

**SOE STANDARD -- Transformation**  
**RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Transformation:** Demonstrates an understanding of the human transformative dimension of educational phenomenon and/or praxis at the level of the self and/or the social.

	<b>DOES NOT MEET</b> (undergraduate/graduate level )	<b>MEETS</b> (undergraduate/graduate)	<b>EXCEEDS)</b> (undergraduate/graduate level)
<b>Understanding Frameworks of Transformation</b>	Understands in a limited or perfunctory way theoretical frameworks of human transformation in social and cultural contexts as related to educational phenomenon and/or praxis (e.g., no appreciation for the educational study of human transformation in social and cultural contexts.	Demonstrates a beginning (minimum), and general awareness and appreciation for theoretical frameworks of human transformation in social and cultural context as related to educational phenomenon and/or praxis (e.g., exhibits an appreciation and desire to know; can identify and summarize the essential or core ideas, concepts and theories as related to the educational study of human transformation in social and cultural contexts.	Demonstrates exceptional and sophisticated appreciation, clarity, creativity and critical/analytical understanding for theoretical frameworks of human transformation in social and cultural context as related to educational phenomenon and/or praxis. (e.g., exhibits analytical sophistication and exceptional appreciation for the educational study of human transformation in social and cultural contexts)
<b>Analytical Skills of Transformation</b>	Exhibits little or no interests in developing the ability and critical/analytical skills necessary to understand and appreciate the organizing principles influencing the educational dynamics of human transformation.	Exhibits a general appreciation for developing the ability and critical/analytical skills necessary to understand the organizing principles influencing the educational dynamics of human transformation.	Demonstrates an exceptional and sophisticated ability and use of critical/analytical skills necessary to understand the organizing principles influencing the educational dynamics of human transformation.

Prepared by Stephen Haymes, June 5, 2002

**SOE STANDARD -- Identity Development**  
**RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Identity Development.** Understands the sociocultural process of human development over the lifespan and historical time, the dynamic of identity construction through interpersonal and societal relations, and the role of individual agency and collective action in bringing about personal and social transformation.

	<b>DOES NOT MEET</b> (at the preservice level )	<b>MEETS</b> (at the preservice level)	<b>EXCEEDS)</b> (at the preservice level)
<b>Disciplinary Bases of Identity Development</b>	Demonstrates a limited (rote) understanding of the social and cultural dimensions of human development. Exhibits limited ability or an unwillingness to engage new ideas, theories, and concepts, or to consider the ways in which social, cultural and institutional factors shape human development.	Demonstrates a basic understanding of human development as a social, psychological, and cultural process within and across generations (e.g. articulates and compares focal theoretical perspectives, their implications, and limitations).	Demonstrates a profound understanding of the social, psychological, and cultural dimensions of human development within the lifespan and across historical time. Poses thoughtful, insightful questions and initiates analytical, theoretically grounded, interdisciplinary inquiry to examine and address complex issues regarding human life.
<b>Human Development and Identity Transformation Processes</b>	Demonstrates a limited interest in or understanding of the role of power and privilege in the construction of identities and the processes of human growth and change. Demonstrates an inability to consider, embrace, or systematically challenge new ideas through written inquiry, analysis, or discussion, or debate.	Demonstrates a basic, minimal understanding of the role of social institutions and power relationships in constructing/ contesting identities and processes of human development. Has a beginning appreciation for the sociological dimensions as well as the psychological dimensions of human development.	Demonstrates a broad-based understanding of the complex role of institutions and societal relations of power and privilege in the construction of identities and in shaping multiple aspects of human growth and change. Demonstrates a sophistication in interrogating and synthesizing the multifaceted, complex interdependent relationship between individuals and social dimensions of human thought and activity.
<b>Understanding Identity Dimensions</b>	Demonstrates limited understanding of identity as a social construction and the interdependence of dimensions of identity. Displays an inability or unwillingness to be self-reflexive or develop the skills/tools to understand the significance of dimensions of identity.	Demonstrates a general understanding and appreciation of dimensions of identity, e.g. race, social class, and gender as interdependent social constructions that are forged in the context of sociohistorical relationships.	Demonstrates profound understanding of the sociocultural/historical construction of identities created in the context of socioeconomic and political relationships. Able to critically examine, self-reflexively engage, and problematize identificatory meanings, lived experiences and institutional practices that inform concepts and representations of the self and other.
<b>Self-Reflective Processes</b>	Demonstrates little understanding of or is unable to grasp the sociocultural or historical nature of the process of identity formation, e.g. is unable to simultaneously	Demonstrates a self-reflective understanding of identity as a sociocultural, historical process of meaning-making on the individual	Demonstrates a deep, self-reflective understanding of the sociocultural and historical process of identity formation. Exhibits an ability to analyze and examine the

	consider individual-psychological and the social-relational nature of human growth and change.	and social level.	complex relationship between maturational processes at the individual level and sociohistorical processes at the societal level.
<b>Institutional and Human Roles in Identity Construction</b>	Demonstrates a limited understanding of the role of institutions or societal structures in the construction of individual and social identities.	Demonstrates a basic understanding of the role of institutions and human agency in. shaping and contesting identity constructions in the context of social relations.	Demonstrates an understanding of the role of human agency and institutions in processes of identity construction that promote personal and social transformation. Illustrates an interest in and commitment to critically examine and interpret theoretical perspectives, institutional policy and social practice as they inform the construction and negotiation of identities.
<b>Difference and Multivocality</b>	Demonstrates a limited or no understanding of difference or multivocality in education and the importance of social equity in promoting human growth and change.	Demonstrates an understanding of difference and multivocality in education in promoting social equity and human growth and change, e.g. curriculum, policy, professional practice.	Demonstrates a profound understanding of difference and multivocality in multiple educational sites in promoting/inhibiting human growth and change. Values and demonstrates the ability to interpret and synthesize a multiplicity of voices and theoretical perspectives and to consider their implications for educational policy and practice

**SOE STANDARD – Understanding Difference**  
**RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Understanding Difference.** Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of possibilities for all youth irrespective of differences.

	<b>DOES NOT MEET</b> (at the preservice level )	<b>MEETS</b> (at the preservice level)	<b>EXCEEDS)</b> (at the preservice level)
<b>Social Relations of Inequality</b>	Demonstrates a limited understanding of the social constructs of race, social class, and gender, and are unable to grasp the hierarchical relationships in society that institutionalizes privileged positions for some and marginalized positions for others.	Understands that race, social class, gender and other dimensions of identity are social constructs that grow out of relations of power that privilege some and marginalize others.	Demonstrates a broad understanding of and ability to examine the multiple expressions of societal relations of power and privilege that historically frame the constructs of race, social class, gender, etc. and frame the lived experiences of individuals and dynamics amongst groups within/across institutions and national boundaries.
<b>Multiple Dimensions of Identity</b>	Demonstrates a limited understanding of the relationship between an individual's or group's lived experience and social position as it contributes to the interdependent individual and social identities constructed.	Understands that identity construction processes mutually inform individuals' lived experience and social position across social contexts and that individuals negotiate multiple dimensions of identity that are informed by and frame their lived experience and social position across social contexts.	Demonstrates an understanding of the complex the relationship between the construction of social identities, individuals' lived experiences and perceptions, and the relative positions of power and privilege of marginalized/dominant groups that reaffirm/ contest the identificatory constructs. Understands the contradictory and complex negotiations of meaning that are interdependently created through an individuals' and groups' lived experience and social position.
<b>Educational contexts and identity construction</b>	Demonstrates a limited understanding of and interest in the role of educational institutions and pedagogical practices in the construction of dimensions of identity and a limited understanding of the role of social constructs in maintenance/ disruption of relations of social inequity.	Understands that educational contexts are instrumental in the construction of identities, that these constructs inform individual/ collective expressions of/reactions to individual/collective difference, and can reinforce social hierarchies of power.	Demonstrates an understanding of the complex and multifaceted role of social institutions, pedagogical practices and structures of power, in constructing identities and promoting ideological formations that mutually reinforce/contest hierarchical social relations in educational and other institutions, both nationally and globally.

**EDUCATIONAL LEADERSHIP (PRINCIPAL) -- VISION  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Vision.** At the building level, promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning supported by the school community.

	<b>DOES NOT MEET</b>	<b>MEETS</b>	<b>EXCEEDS</b>
<b>Develops a Vision</b> <b>A&amp;S 491</b>	The personal definition of a vision of schooling is either inadequate or does not adequately relate to issues of student learning, success or the diverse context in which schooling takes place.	Clearly defines a personal vision of schooling that adequately focuses on student success and learning within the context of a diverse society within which schooling takes place.	Provides a thorough and detailed personal vision of schooling that creatively weaves issues of student learning and success within the context of the diverse society within which schooling takes place.
<b>Articulates a Vision</b> <b>A&amp;S 491</b>	The candidate either makes minimal use of relevant data, and / or uses inappropriate or ineffective means to communicate their personal vision of schooling with the school's various constituencies.	Using relevant data, the student appropriately and sufficiently demonstrates the ability to communicate their vision of schooling with the school's various constituencies.	The candidate creatively uses data and various means of communication to articulate the school's vision to its various constituencies.
<b>Implements a Vision</b> <b>A&amp;S 491</b>	The candidate uses inappropriate, ineffectual strategies in planning for the implementation of the school vision.	The candidate has developed appropriate plans and processes for the effective implementation of the school vision.	The candidate has skillfully and creatively developed processes and plans to bring the school's vision to fruition.
<b>Stewards a Vision</b> <b>A&amp;S 491</b>	The candidate uses inadequate strategies in assessing the building's progress toward the living out of the school's mission.	The candidate has developed effective assessment strategies to monitor the building's progress in the living out of the school's mission.	The candidate has developed extensive and detailed assessment strategies to monitor the building's progress in the living out of the school's mission.
<b>Promotes Community Involvement in the Vision</b> <b>A&amp;S 496</b>	Reveals a minimal ability to engage in activities to ensure that the vision and mission of the school are effectively developed in collaboration with and communicated to staff, parents, students, and community members.	Demonstrates an adequate ability to engage in activities to ensure that the vision and mission of the school are developed in collaboration with and effectively communicated to staff, parents, students, and community members.	Demonstrates a highly skillful ability to engage in activities to ensure that the vision and mission of the school are developed in collaboration with and effectively communicated to staff, parents, students, and community members.

**EDUCATIONAL LEADERSHIP (PRINCIPAL) -- CURRICULAR LEADER  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Curricular Leader.** At the building level, promotes the success of all students by advocating, nurturing, and sustaining a positive school culture, providing an effective instructional program, applying best practices to student learning, and designing professional growth plans for staff.

	<b>DOES NOT MEET</b>	<b>MEETS</b>	<b>EXCEEDS</b>
<b>Promote Positive School Culture</b>  <b>A&amp;S 498</b>	Candidate has little understanding of or commitment to assessing appropriate 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.	Candidate appropriately assesses 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.	Candidate has extraordinary commitment and high level skills to appropriately 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
<b>Provide Effective Instructional Program</b>  <b>A&amp;S 498</b>	The candidate reveals a minimal ability to use a variety of resources to develop a school profile in order to make recommendations concerning the design, implementation and evaluation of an appropriate curriculum that meets the diverse needs of learners.	The candidate demonstrates the ability to use a variety of resources to develop a school profile in order to make recommendations concerning the design, implementation and evaluation of an appropriate curriculum that meets the diverse needs of learners.	The candidate demonstrates a highly skillful ability to use a variety of resources to develop a school profile in order to make recommendations concerning the design, implementation and evaluation of an appropriate curriculum that meets the diverse needs of learners.
<b>Apply Best practice to Student Learning</b>  <b>A&amp;S 498</b>	Candidate has little or no understanding of assessing school personnel and applying best practices for student learning, applying developmental and motivational theories and concern for diversity to ensure high achievement for all students.	Candidate demonstrates the ability to assist school personnel in understanding and applying best practices for student learning, applying developmental and motivational theories and concern for diversity to ensure high achievement for all students.	Candidate skillfully and creatively demonstrates the ability of assessing school personnel in understanding and applying best practices for student learning, applying developmental and motivational theories and concern for diversity to ensure high achievement for all students.
<b>Design Comprehensive Professional Growth Plans</b>  <b>A&amp;S 498</b>	Candidate exhibits little or no understanding of and commitment to developing and implementing professional development programs for school personnel or oneself.	Candidate designs and demonstrates the ability to implement professional development programs to enhance student learning, promote professional growth plans for teachers and other school professionals and for oneself, reflecting a commitment to life long learning.	Candidate skillfully develops and implements a thorough and detailed professional development plan for enhancing student learning, promoting professional growth for teachers and other school professionals, and for oneself including plans for lifelong learning



**EDUCATIONAL LEADERSHIP (PRINCIPAL) -- MANAGEMENT  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Management.** At the building level, promotes the success of all students by ensuring management of the building organization, operation, and resources in a way that promotes a safe, efficient, and effective learning environment.

	<b>DOES NOT MEET</b>	<b>MEETS</b>	<b>EXCEEDS</b>
<b>Manage the Organization</b> <b>A&amp;S 491</b>	The candidate has little or no understanding of the theoretical frameworks or skills required to effectively organize and manage a school program.	The candidate has adequate and appropriate knowledge of the theoretical frameworks and skills required to organize and manage the school program.	The candidate thoroughly integrates multiple perspectives of organizational and managerial theory in organizing the school.
<b>Manage Operations</b> <b>A&amp;S 494</b>	The candidate demonstrates a simplistic and naïve sense of the internal operations of a school building, and is unable to develop a clear or coherent plan for the smooth operation of support services.	The candidate has a clear understanding of the internal operations of the school building and has developed a clear plan for the smooth operation of support services.	The candidate has a thorough understanding of the internal operations of the school building, and has developed comprehensive and creative plans for the smooth operation for support services in the building.
<b>Manage Resources</b> <b>A&amp;S 494</b>	The candidate has an inadequate understanding of how schools receive resources disperse them and account for them.	The candidate demonstrates an appropriate understanding of the requirements of gathering, dispersing, and accounting for human and physical resources.	The candidate demonstrates an integrated plan for the gathering, dispersing and accounting of human and physical resources.

**SOE STANDARD -- TECHNOLOGY I & II**  
**RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Technology I.** At the building level, understands and uses technology to enhance curriculum and student learning

**Technology II.** At the building level, understands and uses technology to enhance his/her own professional practice and school operations

	<b>DOES NOT MEET</b>	<b>MEETS</b>	<b>EXCEEDS</b>
<b>Enhancing Curriculum and Student Learning</b>  <b>A&amp;S 493</b>	Is unable to evaluate the effectiveness of hardware and software, or is unable to discern developmentally appropriate uses for various students of different ages and abilities.	Has adequate knowledge to determine the educational effectiveness of technological resources and demonstrates an ability to use these resources in a developmentally appropriate fashion. The candidate also has the ability to articulate the benefits of the given resource to the school's various constituencies.	Demonstrates keen insight into deciding which technological resources are most appropriate for students and has the ability to clearly and succinctly articulate the reasons for the resource's appropriateness or lack of appropriateness.
<b>Enhancing Professional Practice and School Operations</b>  <b>A&amp;S 493</b>	Lacks the skills required to effectively use standard office productivity software, school management programs, and electronic communications and is able to access electronic educational resources.	Has facility in using computer hardware, standard office productivity software, school management programs, and electronic communications and is able to access electronic educational resources.	Creatively uses technology in the office setting to provide him/herself easy access to school data and educational resources and to effectively communicate with diverse populations.

**EDUCATIONAL LEADERSHIP (PRINCIPAL) -- LARGER CONTEXT  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Larger Context.** At the building level, promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

	<b>DOES NOT MEET</b>	<b>MEETS</b>	<b>EXCEEDS</b>
<b>Understand the larger context</b> <b>A&amp;S 491</b>	The candidate demonstrates minimal knowledge of how educational policy is developed or how those policies are impacted by socio-economic and multicultural factors.	The candidate demonstrates core knowledge of the development of educational policy, the socio-economic factors that impact this policy, and the positive or negative impact that educational policy has to various constituencies within a multicultural society.	The candidate demonstrates a thorough and detailed knowledge of the development of educational policy, the socio-economic factors that impact this policy, and the positive or negative impact that educational policy has to various constituencies within a multicultural society.
<b>Respond to the larger context</b> <b>A&amp;S 491</b>	The candidate's plans for addressing the larger social and cultural issues with the school community and its various constituencies are incomplete, inappropriate or insufficient.	The candidate adequately and appropriately develops a plan for addressing the larger social and cultural issues with the school community, including maintaining conversations with its diverse constituencies (e.g. diverse community groups).	The candidate develops extensive and proactive plans for addressing the larger social and cultural issues with the school community, including maintaining conversations with its diverse constituencies.
<b>Influence the larger context</b> <b>A&amp;S 491</b>	The candidate's attempts to influence the larger context in the local school are either inadequately or inappropriately. The candidate shows little or no commitment to this leadership role.	The candidate, making use of his/her understanding of the larger context, develops appropriate strategies to successfully advocate for policy that benefits the education of the children in the building / district.	The candidate shows extraordinary commitment to influencing policy in the local school. S/he demonstrates thorough and detailed strategies for the advocacy of appropriate policies for the education of the children in the building / district.

**SOE STANDARD -- INQUIRY (T&L)  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Inquiry.** Undertakes independent inquiry and use technology as one tool to assist him or her in the overall inquiry process

	<b>DOES NOT MEET</b>	<b>MEETS</b>	<b>EXCEEDS)</b>
<b>Value of inquiry</b>	Is reluctant to read or conduct research, expressing little understanding of its value in education	Explains the value of reading and conducting research in education through	Reads or conducts research with clear enthusiasm , expressing a heightened awareness of its value in education
<b>Key concepts</b>	Explanation and/or use of key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education is inadequate or incorrect	Explains and uses key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education	Explanation and use of key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education is skillful, thorough, and detailed
<b>Designing inquiry</b>	Design and/or conduct of inquiry in education on an independent basis is superficial, incorrect, and/or not built on existing theoretical frameworks	Designs/conducts meaningful inquiry in education on an independent basis that builds on existing theoretical frameworks	Design and/or conduct of inquiry in education on an independent basis is highly appropriate and firmly built on a thorough knowledge of existing theoretical frameworks
<b>Ethical Issues in Inquiry</b>	Has little awareness of ethical issues in research	Has basic awareness of ethical issues in research	Can explain ethical dilemmas in research clearly and thoughtfully
<b>Evaluating existing research</b>	Evaluative judgments about the quality of existing research in education are superficial or inappropriate	Makes meaningful evaluative judgments about the quality of existing research in education	Evaluative judgments about the quality of existing research in education are insightful and demonstrate application of strong critical thinking skills
<b>Use of technology in research</b>	Demonstrates minimal familiarity with a range of technological resources that support educational inquiry and use of technology when conducting research in education is minimal or inappropriate	Demonstrates familiarity with a range of technological resources that support educational inquiry and accesses appropriate technology resources when conducting research in education	Demonstrates thorough familiarity with a range of technological resources that support educational inquiry and use of technology when conducting research in education is highly appropriate and effective

**EDUCATIONAL LEADERSHIP (PRINCIPAL) -- COLLABORATION  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Collaboration.** At the building level, promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

	<b>DOES NOT MEET</b>	<b>MEETS</b>	<b>EXCEEDS</b>
<b>Collaborate with Families and Other Community Members</b>  <b>A&amp;S 496</b>	Failed to reveal an appreciation of the ways that schools can be transformed positively through an awareness of the diversity in the community and an understanding of the roles of families and community groups in the transformative process.	An acceptable awareness of the diversity that can exist in a community and an understanding of how it can contribute to the positive transformation of schools through collaboration with families and members of community groups.	A vital awareness and respect for the diversity that can be present in a community and an effective knowledge base of strategies to transform schools through collaboration with families and community groups.
<b>Respond to Community Interests and Needs</b>  <b>AS 496</b>	Reveals a limited awareness of the processes to ensure that information about family and community concerns, expectations, and needs is integral to school operations.	Demonstrates adequate awareness of the processes to ensure that information about family and community concerns, expectations, and needs is integral to school operations.	Very effectively demonstrates an awareness of the processes to ensure that information about family and community concerns, expectations, and needs is integral to school operations.
<b>Mobilize Community Resources</b>  <b>A&amp;S 496</b>	Limited awareness of how to mobilize community resources to help the school solve problems and achieve goals.	Knows how to effectively mobilize community resources to help the school solve problems and achieve goals.	Demonstrates the ability to mobilize community resources to help the school solve problems and achieve goals very effectively.

**EDUCATIONAL LEADERSHIP (PRINCIPAL) -- ETHICS**  
**RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Ethics.** At the building level, promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

	<b>DOES NOT MEET</b>	<b>MEETS</b>	<b>EXCEEDS</b>
<b>Acts with Integrity</b> <b>A&amp;S 495</b>	Demonstrates limited awareness of necessity to act with integrity, fairness, and in an ethical manner. Demonstrates limited awareness of rules that require a principal to act with integrity.	Effectively demonstrates an awareness of the rules and regulations requiring a principal to act with integrity.	Very effectively demonstrates a working knowledge of the rules and regulations requiring a principal to act with integrity, fairness, and in an ethical manner. Exhibits a keen understanding of the reasons why a principal needs to act with integrity.
<b>Acts Fairly</b> <b>A&amp;S 495</b>	Demonstrates limited awareness of necessity to act with fairness. Demonstrates limited awareness of rules that require a principal to act with fairness.	Effectively demonstrates an awareness of the rules and regulations requiring a principal to act with fairness.	Very effectively demonstrates a working knowledge of the rules and regulations requiring a principal to act with fairness. Exhibits a keen understanding of the reasons why a principal needs to act with fairness.
<b>Acts Ethically</b> <b>A&amp;S 496</b>	Demonstrates limited awareness of necessity to act in an ethical manner. Demonstrates limited awareness of rules that require a principal to act in an ethical manner.	Effectively demonstrates an awareness of the rules and regulations requiring a principal to act in an ethical manner.	Very effectively demonstrates a working knowledge of the rules and regulations requiring a principal to act in an ethical manner. Exhibits a keen understanding of the reasons why a principal needs to act in an ethical manner.

**EDUCATIONAL LEADERSHIP (PRINCIPAL) -- INTERNSHIP  
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS**

**Internship.** The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Substantial</b>	Failed to demonstrate the ability to accept genuine responsibility for leading, facilitating and making decisions typical of those made by school-based educational leaders.	Demonstrated the ability to accept genuine responsibility for leading, facilitating and making decisions typical of those made by school-based educational leaders through substantial responsibilities that increased over time in amount and complexity and involved direct interaction and involvement with staff, students, parents, and community leaders.	An exemplary assumption of responsibility in effectively leading, facilitating, and making decisions critical to local school leadership through substantial responsibilities that increased over time in amount and complexity and involved direct interaction and involvement with staff, students, parents, and community leaders at many levels.
<b>Standards-based</b>	Inadequate knowledge base and skill level in the application of federal, state, and local standards as well as these standards.	Applied skills and knowledge articulated in these standards as well as federal, state, and local standards for educational leaders.	An impressive level of knowledge and skills in the application of these standards as well as federal, state, and local standards for school leaders.
<b>Real Settings</b>	The settings did not extend beyond the school.	Experiences included work with appropriate community organizations such as social service groups and local businesses.	Experience included work with many and diverse community institutions, groups, and social services agencies.
<b>Planned and Guided Cooperatively</b>	Experiences were planned cooperatively by the site supervisor, the individual, and institution personnel, but there was a break down in their execution. Mentors were provided training to guide the intern experience.	Experiences were planned cooperatively by the site supervisor, the individual, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals worked together to meet individual and program needs. Mentors were provided training to guide the intern experience.	Experiences were planned cooperatively by the site supervisor, the individual, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards and were executed at an exemplary level. These three individuals worked together to meet individual and program needs. Mentors were provided training to guide the intern experience.
<b>Credit</b>	Credit was not awarded.	4 quarter hours credit is awarded for the intern experience.	4 quarter hours credit is awarded for the intern experience.