

Culminating Portfolio/Platform Presentation
Rubric for the Oral Defense of the Fieldwork Portfolio/Educational Platform
Preliminary Administrative Services Credential Program
Educational Leadership Development Academy

Candidate's Name _____ Date _____

Assessor _____

Average Score _____ (Total Score ÷ 8)

Directions: Rate each individual standard on a 1-10 scale

Score: 1-3 = Does not meet criteria (behaviors)

4-7 = Meets Criteria

8-10 = Exceeds criteria

CPSEL Standards	Behaviors (Students must have artifacts for all of the behaviors)	Rating
<p>Standard 1</p> <p>Facilitates the development of a shared vision of learning</p>	<p>a. Describe to the school community, (ELAC, SSC, PTA, district, grade level or department) the vision at your present school. Describe how the vision is being implemented, how it is communicated, and what barriers exist to the implementation. Write a summary/narrative on the effectiveness of the implementation, and recommendations for improvement.</p> <p>b. Based on the analysis of student performance data, assist with the preparation of some aspect of the school budget that aligns fiscal, human and materials resources to support the learning of one major subgroup of students in line with the school vision.</p> <p>c. Design a professional development plan for a department or grade level that will accelerate the learning of a specific group of students. If possible, assist with the preparation, implementation, and/or evaluation of the professional development</p>	<div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div>

CPSEL Standards	Behaviors (Students must have artifacts for all of the behaviors)	Rating
<p>Standard 2</p> <p>Advocates, nurtures and sustains a school culture and instructional program conducive to student learning and staff professional growth</p>	<p>a. Use technological tools to monitor and evaluate a program that enhances the knowledge of each student as a learner and supports closing the achievement gap between sub-groups of students. (AVID, math, literacy programs or a classroom program) Analyze the results of the data and develop next steps to support closing the achievement gap.</p> <p>b. Conduct ongoing walkthroughs and informal visits with Supervising/Mentor Principal to determine student performance and the strengths and needs of classroom teachers. Use the observations to identify patterns, and design a professional development plan based on student needs, which might include a study group, staff conference, grade level/department conference, and individual conferences. If possible, implement and/or lead a professional development session.</p> <p>c. With the Supervising/Mentor Principal, and the agreement of the teachers, complete two classroom observations including a pre-conference, lesson observation, scripting, analyzing student learning and providing feedback in a post-conference.</p> <p>d. Observe and analyze classroom instruction with the Supervising/Mentor Principal. Identify strengths and needs of the lessons. Write follow-up memos for the teacher/s detailing your observations and suggested next steps. Base your suggestions on the evidence of student learning. Share the memos with the Supervising/Mentor Principal for feedback.</p>	<div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div>
<p>Standard 3</p> <p>Ensures management of the organization, operations, and resources for a safe, efficient and effective learning environment</p>	<p>a. Work with staff to analyze data related to student referrals and research the current plan that addresses behavioral OR attendance issues. Research and analyze national trends of school-wide discipline or attendance programs dealing with dropouts, truancies, and excessive absences and learn how these issues are handled at the site. Work with the Supervising/Mentor Principal to revise or improve the school-wide discipline plan or attendance plan for presentation to staff, students, and parents. Write a narrative describing the revisions or improvements.</p> <p>b. Work with the Supervising/Mentor Principal to observe the process of the development of the master schedule of teacher and student assignments. Write a summary/narrative that tells how the development of the master schedule supports the school vision and philosophy.</p> <p>c. Work with the Supervising/Mentor principal to develop site emergency procedures (evacuation plan, disaster plan, etc.) and facilitate or lead one of these events.</p> <p>d. Review the teacher collective bargaining contract and analyze three to five contract articles that you feel help to foster a professional work environment that supports improving student achievement. Meet with your union representative and your site principal separately to discuss how they perceive the supports in the contract for a professional work environment to increase student achievement. In a summary/narrative, summarize your meetings and your findings and comment on any contract articles that you feel encourage or discourage a professional work environment that supports student achievement.</p>	<div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div>

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<p>Standard 4</p> <p>Collaborates with families and community members, responds to diverse community interest and needs, and mobilizes community resources</p>	<ul style="list-style-type: none"> a. Work with the counselor, nurse, or as a partnership liaison to contact community resources to provide enrichment opportunities for students and their families. In a narrative, document your efforts and highlight your successes. b. Design and/or participate in opportunities for parents and other members of the school community to increase their involvement in activities that focus on improving the learning environment (Parent Institute, Parent University, increase parent involvement in your own classroom, etc.) c. Develop and implement experiences to immerse yourself in a multi-cultural community (a culture that doesn't reflect your own culture). Write a narrative about the impact of this experience on you as an educator. d. Attend and participate in parent conferences with the Supervising/Mentor Principal. Write a summary/narrative about one meeting: (who were the participants? What was the issue/concern discussed? What was the outcome/solution? How did the outcome/solution result in an improvement of the situation?) 	<div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div>

<p>Standard 5</p> <p>Models a personal code of ethics and develops professional leadership capacity</p>	<ul style="list-style-type: none"> a. Review district policies related to confidentiality with students parents and staff. In a narrative, outline the steps an administrator would take to safeguard students including release of student information, allowing students to meet with police officers, CPS workers and others. b. Design, and if possible, present an opening (introduction) to staff or community for the opening of the school year, or the opening of a professional development activity that encourages and inspires others to higher levels of performance, commitment and motivation, and connects your values and personal code of ethics to the content being taught. c. Write a narrative on how an effective administrator models a personal code of ethics and develops personal professional leadership capacity. Explain how the personal code of ethics impacts leadership capacity and school culture/climate. 	<div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div>
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<p>Standard 6</p> <p>Understands, responds to, and influences the larger political, social, economic, legal and cultural context</p>	<p>a. Attend two board of education meetings (one in your school district and the second one outside your school district) and write a summary/narrative on how each of the following items are handled: Distribution of Agenda, Recording of minutes, Provision for hearing citizens, Provision for securing superintendent’s recommendations on items requiring action. Compare and contrast the differences between each meeting. If you work in a charter school or private school, attend a board meeting at your own school, and a board meeting in a public school district.</p> <p>b. Become a member of a school committee such as School Site Council, English Learners Advisory Council, department or grade level committee. Write a summary/narrative about the group and its influence on the learning community. How can the school maximize communication with the group? What suggestions can be made for improvement?</p> <p>c. Provide leadership for an educational meeting that includes some form of problem-solving or collaborative decision-making. Write a summary/narrative describing 1) the situation, 2) the stakeholders involved in the meeting, and 3) how you assisted in resolving the dilemma.</p> <p>d. In a summary/narrative, provide at least one example of your personal skills in change management or conflict management. Comment on your ability to use your personal skills and identify areas for growth.</p>	<div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div>
<p>Standard 7</p> <p>Applies technology to enhance professional practice and to increase own productivity and that of others</p>	<p>a. Create a power point presentation on site data and implications for improving instruction for a grade level, department, staff or parent meeting</p> <p>b. Review the Technology Standards for School Administrators (TSSA) http://cnets.iste.org/tssa/framework.html. Write a narrative in which you:</p> <ol style="list-style-type: none"> 1. Identify one area where you need additional practice. 2. Discuss ways you plan to increase skills in this area. 	