EDUCATIONAL LEADERSHIP M.Ed. CULMINATING PORTFOLIO PRESENTATION RUBRIC

Required for completion of the M.Ed., the cumulative portfolio is presented to a panel comprised of two professors and one practicing administrator for assessment. These evaluators are assigned by the Comprehensive Exam Chair. Students will deliver their presentations (see description on the ‘Structure of the Portfolio’ sheet) and will then sit for questions from the panel regarding any/all of the materials/artifacts included in the portfolio. Subsequently, the assessors will complete one evaluation form as a team reflecting the group decision. The purpose of this assessment is to ensure that students demonstrate the knowledge, professional behaviors, and performances necessary for success in Educational Leadership.

## **Directions: Assess each student using the continuum describing each required element. A student who receives a determination of “unacceptable” in the final panel holistic assessment will be deemed unqualified to receive the degree until such time as another presentation is delivered and assessed AND DEEMED ACCEPTABLE OR EXEMPLARY BY A PANEL.**

Required Components of Portfolio: Approval for Benchmark/Fieldwork Project Inclusion Form, Unofficial Transcript, Updated Resume, and Artifacts from Benchmark Assignments/Fieldwork Inclusion projects.

STUDENT DATA:

STUDENT NAME: DATE OF ASSESSMENT:

COMMITTEE MEMBERS:

DESCRIPTION OF REAL-WORLD TOPIC FOR PRESENTATION:

**M.Ed. RUBRIC**

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| **CRITERIA** | **UNACCEPTABLE** | **ACCEPTABLE** | **EXEMPLARY** |
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| 1*. Understand and apply Leadership Theory with synthesis of subject areas, including appropriately cited, related literature from the M.Ed. course content and beyond.*  | The student exhibits an inadequate level of understanding of the interrelationships among the knowledge, professional behaviors, and performances in the field of Educational Leadership. The committee hereby recognizes the student’s failure to meet the standard. | The student exhibits an adequate mastery of the knowledge, skill, professional behaviors, and performances in Educational Leadership and is adept at summarizing and applying related theories in which theoretical content applies to field-based practices. The committee hereby recognizes the student’s success at meeting the standard. | The student demonstrates an impressive depth of knowledge and a level of synthesis reflecting an outstanding marriage of theory with practice. The committee hereby recognizes the student’s level of distinction in meeting the standard. |
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| 2. *Application of content from a leadership perspective to a pertinent organizational issue.* | The student shows little linkage of scholarly content to contemporary leadership practices. The committee hereby recognizes the student’s failure to meet the standard.  | The student provides a pertinent issue for consideration, coupled with a thoughtful, comprehensive treatment of the matter through viable academic content and a leadership perspective. The committee hereby recognizes the student’s success at meeting the standard. | The student is highly creative and comprehensive in articulating a leadership issue and utilizes a thorough application of academic content. The committee hereby recognizes the student’s level of distinction in meeting the standard.  |
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| 3. *Professionalism as an* *educational leader representing**The University of Montana.* | The student’s use of language is limited or incorrect, or his/her demeanor/affect/attire is unprofessional. The committee hereby recognizes the student’s failure to meet the standard.  | The student’s level of professionalism demonstrated via standard English usage, polished demeanor, and appropriateness of attire reflects the targeted levels of the profession and program. The committee hereby recognizes the student’s success at meeting this standard.  | The student is articulate, polished and uses formal English in a manner reflecting the highest standards of professionalism. As such, the student is hereby recognized with distinction by the committee.  |
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| 4. *Ability to take an informed and thoughtful position on an educational issue and is able to adequately defend it.* | The student is unable to state his/her position clearly and/or unable to defend it or becomes defensive when challenged. The committee hereby recognizes the student’s failure to meet the standard.  | The student demonstrates clarity and purpose in articulating an informed position on an educational issue. Moreover, the student receives input well when challenged and responds with a rationale that has been carefully thought out. The committee hereby recognizes the student’s success at meeting this standard.  | The student is highly adept at conceptualizing and articulating a position on a particularly complex educational issue. Additionally, when challenged, he/she is highly successful at considering input and sustaining an important argument. The committee hereby recognizes the student’s level of distinction in meeting the standard |
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| 5. *Ability to reflect, analyze and engage in abstract reasoning and creative thinking.*  | The student does not adequately reflect, analyze, or engage in abstract reasoning and creative thinking at a level befitting a graduate student. Instead s/he is limited to myopic views of complex issues. The committee hereby recognizes the student’s failure to meet the standard.  | The student demonstrates an acceptable level of reflection, analysis, and ability to engage in abstract reasoning and creative thinking. The committee hereby recognizes the student’s success at meeting this standard.  | The student exhibits outstanding reflection, analysis, and the ability to engage in abstract reasoning that shows their understanding of complex and ambiguous educational problems. Consistently demonstrates creative thinking. The committee hereby recognizes the student’s level of distinction in meeting the standard.  |
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| 6. *Capacity to see and articulate “the big picture” in organizations, while expanding related theories and ideas.* | The student focuses on the trivial, failing to comprehend the holistic nature of educational issues. The committee hereby recognizes the student’s failure to meet the standard.  | The student demonstrates mastery at defining educational issues in light of the entirety of the organization and thereby sees implications emerging from immediate decisions. This ability to diverge and expand related theories and ideas is appropriate for graduate study. The committee hereby recognizes the student’s success at meeting this standard.  | The student exemplifies a visionary leader capable of maintaining simultaneously a focus on the organizational mission and its relationship to the specific issue. Further, the student conceptualizes theories and practices in terms of how they relate and expand in an era of change. The committee hereby recognizes the student’s level of distinction in meeting the standard.  |
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| 7. *Articulation of the process for developing a shared vision that demonstrates collaboration and an understanding of internal and external publics.* | The student lacks an understanding of the importance of involving internal and external publics in the visioning process. Vision was myopic, underdeveloped, or unshared. The committee hereby recognizes the student’s failure to meet the standard.  | The student provides evidence of the importance of facilitating a shared vision through collaboration with internal and external publics. The committee hereby recognizes the student’s success at meeting this standard.  | The student articulates a well developed plan for the facilitation and implementation of a shared vision. The committee hereby recognizes the student’s level of distinction in meeting the standard.  |
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| 8. *Thoughtful reflection and integration of strategies with respect to organizational climate and culture.* | The student fails to recognize the relationship between their topic and the climate and culture of the organization. The committee hereby recognizes the student’s failure to meet the standard.  | The student acknowledges how their topic impacts the climate and culture of the organization and the role climate and culture plays in the process of implementing change. The committee hereby recognizes the student’s success at meeting this standard.  | The student clearly articulates the relationship between their topic and climate and culture. The student can identify indicators of climate and culture and apply strategies to enhance the implementation of their topic based on the indicators. The committee hereby recognizes the student’s level of distinction in meeting the standard.  |
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| 9. *The identification of management issues and the strategies to address those issues.*  | The student fails to recognize the difference between leadership issues and management issues. The committee hereby recognizes the student’s failure to meet the standard.  | The student makes the distinction between what actions would be management actions and which actions would be leadership actions. The committee hereby recognizes the student’s success at meeting this standard.  | The student identifies the management issues associated with their topic and articulates creative strategies addressing these issues. The committee hereby recognizes the student’s level of distinction in meeting the standard.  |
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| 10. *Ability to identify and address ethical considerations involving integrity, fairness, and ethical conduct.*  | The student does not identify and address ethical considerations involving integrity, fairness, and ethical conduct. The committee hereby recognizes the student’s failure to meet the standard.  | The student is able to identify and address ethical considerations involving integrity, fairness, and ethical conduct. The committee hereby recognizes the student’s success at meeting this standard.  | The student articulates a well-planned and clearly stated strategy for addressing ethical considerations involving integrity, fairness, and ethical conduct. The committee hereby recognizes the student’s level of distinction in meeting the standard.  |
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| 11. *The change process is recognized and change strategies are supported by theory.* | The change process is not recognized by the student and/or not evident in the presentation. The committee hereby recognizes the student’s failure to meet the standard.  | The change process is recognized by the student and change strategies are supported by theory. The committee hereby recognizes the student’s success at meeting this standard.  | The change process is articulated by the student in a manner that demonstrates a thorough understanding and application of change theory. The committee hereby recognizes the student’s level of distinction in meeting the standard.  |

**DECISION**:

**Student Name: I.D. #:**

 The assessors hereby deem this candidate:

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| **UNACCEPTABLE**  | **ACCEPTABLE** | **EXEMPLARY** |
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Signature of Assessor #1 Date Signature of Assessor #2 Date Signature of Assessor #3  Date

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Title of Assessor #1 Title of Assessor #2 Title of Assessor #3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Items needing to be submitted prior to granting degree:

Benchmark Approval Form: \_\_\_\_\_\_

Benchmark Assignments:

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CD Copy \_\_\_\_\_\_

Resume \_\_\_\_\_\_

Transcript \_\_\_\_\_\_

r*evised 11/18/10*