Portfolio Scoring Guide

 Student Name______919 #_____ Date Submitted _____Date Scored ______

Standards Passed: Yes 🗌 No 🗌 University Faculty _____

The portfolio should provide evidence that the candidate has demonstrated competency based on these standards/quality indicators. If a standard/indicator is not passed it will be <u>circled</u>. You must resubmit a new artifact and/or reflection that meets the criteria stated for passing. Failure to do so in a timely fashion may prohibit graduation. Master's candidate must submit 2 reflections and 2 artifacts for each standard/indicator, specialist candidate 3 of each.

Current Resume:

Does not meet Expectations (0)	Meets Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	Exemplary Submission (4)
Resume is missing or	Appropriate resume	Resume is well written and	Resume is extremely well	Resume is exemplary and
is incomplete, writing or	Writing and format are	has professional appeal	written and has professional	has highly professional
organization detracts from the	professional in appearance	including format and	appeal including format and	appeal including format and
professional appeal		organization	organization	organization

Comprehensive Professional Growth Plan:

Does not meet Expectations (0)	Meets Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	Exemplary Submission (4)
Professional Growth Plan is	Professional Growth Plan is	Professional Growth Plan is	Professional Growth Plan is	Professional Growth Plan is
missing or so poorly	complete and provides	comprehensive, identifies	very comprehensive,	extremely comprehensive,
organized and written that it	direction for growth	specific growth areas and a	identifies specific growth	identifies specific growth
provides little direction and		plan to achieve goals	areas and a plan to achieve	areas and a plan to achieve
growth			goals	goals

Based on ISLLC and Missouri Leader/Superintendent Standards (MO Leader/Superintendent Standard Code)

Pass____Resubmit___

Pass Resubmit

ISLLC Standard 1 (1C1,2): An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

The successful candidate shall choose two/three artifacts to demonstrate at least two of the following functions:

- A. Collaboratively develops, articulates, implements, and stewards a shared building/district vision and mission
- B. Collects and uses data to identify building/district goals, assesses organizational effectiveness, and promotes organizational learning
- C. Creates and implements plans to achieve building/district goals
- D. Promotes continuous and sustainable building/district improvement
- E. Monitors and evaluates building/district progress and revises plans

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Does not meet Expectations (0)	Candidate (1)	New Leader (2)	Developing Leader (3)	Proficient Leader (4)	Distinguished Leader
Artifact(s) are absent or	Artifact(s) demonstrate the	Artifact(s) demonstrate	Artifact(s)	Artifact(s) demonstrate	Artifact(s) demonstrate strong
not strong in	knowledge of the	strong leadership in	demonstrate strong	strong leadership in	leadership in evaluating and
demonstrating knowledge	importance of leadership in	promoting vision	leadership in	communicating the	modifying the vision and its
of vision, goals, and/or	vision development and	development and	collaborating in	vision and its	implementation. The reflection
improvement. No	implementation. The	implementation. The	vision development	implementation to all	explains the role played and
reflection to explain	reflection explains the role	reflection explains the role	and implementation.	stakeholders. The	responsibility assumed. The
artifact(s) choice or the	played and responsibility	played and responsibility	The reflection	reflection explains the	reflection also explains
role played in	assumed. The reflection also	assumed. The reflection also	explains the role	role played and	contributions from stakeholders.
development or	explains contributions from	explains contributions from	played and	responsibility assumed.	
implementation.	stakeholders.	stakeholders.	responsibility	The reflection also	
Artifact was that of a			assumed. The	explains contributions	
classroom teacher not an			reflection also	from stakeholders.	
aspiring leader.			explains		
			contributions from		
			stakeholders.		

ISLLC Standard 2 (C1,2,3): An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

The successful candidate shall choose two/three artifacts to demonstrate at least two of the following functions:

- A. Nurtures and sustains a culture of collaboration, trust, learning, and high expectations
- B. Creates a comprehensive, rigorous, and coherent curricular program

Resubmit

Pass

- C. Creates a personalized and motivating learning environment for students
- **D.** Supervises instruction
- E. Develops assessment and accountability systems to monitor student progress
- **F.** Develops the instructional and leadership capacity of staff including ensuring staff professional growth via development of comprehensive plans
- G. Maximizes time spent on quality instruction
- H. Promotes the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitors and evaluates the impact of the instructional program

Does not meet Expectations	Candidate	New Leader	Developing Leader	Proficient Leader	Distinguished Leader
(0)	(1)	(2)	(3)	(4)	
Artifact(s) are absent or	Artifact(s) demonstrate	Artifact(s) demonstrate	Artifact(s) demonstrate	Artifact(s) demonstrate	Artifact(s) demonstrate
not strong in	the ability to	the ability to promote a	the ability to	the ability to analyze	the ability to evaluate
demonstrating the	demonstrate an	school culture and	collaboratively promote	the effectiveness of	and modify school
ability to promote a	understanding of	instructional programs	a school culture and	school culture and	culture and
positive school culture	school culture and	conducive to student	instructional programs	instructional programs	instructional programs
and instructional	instructional programs	learning and staff	conducive to	conducive to	conducive to
programs conducive to	conducive to student	professional growth	student/staff learning	student/staff learning	student/staff learning
student learning and	learning and staff	including development	while monitoring and	while evaluating and	while continuously
staff professional	professional growth	of professional growth	promoting	changing instruction	monitoring and
growth. Reflection is	including development	plans. Instruction and	implementation of	and assessment	evaluating instruction
missing or insufficient	of professional growth	assessment practices are	effective instruction and	practices when	and assessment
to determine why the	plans. Instruction and	designed to fully	assessment practices.	necessary. Evidence as	practices for sustained
artifact was chosen.	assessment practices are	accommodate the	Evidence as to the	to the alignment of staff	improvement and
Artifact was that of a	designed to fully	diverse needs of all	alignment of staff	professional growth	growth of all students.
classroom teacher not	accommodate the	students. The reflection	professional growth	plans to	Evidence as to the
an aspiring leader.	diverse needs of all	explains the choice of	plans to building/district	building/district goals	alignment of staff
	students. The reflection	artifact(s), what was	goals is evident. The	is evident. The	professional growth
	explains the choice of	learned, and how it has	reflection explains in	reflection explains in	plans to
	artifact(s), what was	been applied to the	detail the choice of the	detail the choice of the	building/district goals
	learned, and how it has	candidate's school	artifact(s), what was	artifact(s), what was	is evident. The
	been applied to the	setting.	learned, how it was	learned, how it was	reflection explains in
	candidate's school		applied, and what impact	applied, and what	detail the choice of the
	setting.		this activity will have on	impact this activity will	artifact(s), what was

the future of the building/district.	have on the future of the building/district.	learned, how it was applied, and what impact this activity will have on the future of the building/district.
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ISLLC Standard 3 (3C1,2,3): An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

The successful candidate shall choose two/three artifacts to demonstrate at least two of the following functions:

A. Monitors and evaluates the management and operational systems

B. Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources

C. Promotes and protects the welfare and safety of students and staff

D. Develops the capacity for distributed leadership

E. Ensures teacher and organizational time is focused to support quality instruction and student learning

Does not meet Expectations	Candidate	New Leader	Developing Leader	Proficient Leader	Distinguished Leader
(0)	(1)	(2)	(3)	(4)	

Does not meet Expectations (0)	Candidate (1)	New Leader (2)	Developing Leader (3)	Proficient Leader (4)	Distinguished Leader
(0) Artifact(s) are absent or not strong in demonstrating the ability to management of the organization, operation, and resources of the	(1) Artifact(s) sufficiently demonstrate understanding of the implementation of appropriate	(2) Artifact(s) sufficiently demonstrate the implementation of appropriate structures, policies and procedures to support management	(3) Artifact(s) sufficiently demonstrate monitoring and analyzing the effectiveness of appropriate structures, policies and procedures to	(4) Artifact(s) sufficiently demonstrate the evaluation and modification of appropriate structures, policies and procedures	Artifact(s) sufficiently demonstrate the implementation of appropriate structures, policies and procedures to support management
building/district for a safe, efficient, and effective learning environment which support the building/district vision, mission and goals. Reflection is missing or	structures, policies and procedures to support management of the organization, operation, and resources of the building/district for	of the organization, operation, and resources of the building/district for a safe, efficient, and effective learning environment while identifying and establishing trust with	support management of the organization, operation, and resources of the building/district for a safe, efficient, and effective learning environment while building consensus with	to support management of the organization, operation, and resources of the building/district for a safe, efficient, and effective learning environment while evaluating and	of the organization, operation, and resources of the building/district for a safe, efficient, and effective learning environment which ensures the building/district vision,
insufficient to determine why the artifact was chosen. Artifact was that of a classroom teacher not an aspiring leader.	a safe, efficient, and effective learning environment while identifying and establishing trust with staff which supports the building/district vision, mission and goals . Evidence is given that improvement is through collaborative efforts at the building/district level. Reflection clearly identifies why the artifact(s) was chosen.	staff which supports the building/district vision, mission and goals . Evidence is given that improvement is through collaborative efforts at the building/district level. Reflection clearly identifies why the artifact(s) was chosen.	staff through a collaborative process which supports the building/district vision, mission and goals. Evidence is given that improvement is through collaborative efforts at the building/district level. Reflection demonstrates clear connections between the reason for the artifact being chosen, what was learned and what was applied to the building/district as a result of learning.	developing the staff in ways which support the building/district vision, mission and goals. Evidence is given that improvement is through collaborative efforts at the building/district level. Reflection demonstrates clear connections between the reason for the artifact being chosen, what was learned and what was applied to the building/district as a result of learning.	mission and goals are achieved while sustaining ongoing management and development of staff. Evidence is given that improvement is through collaborative efforts at the building/district level. Reflection demonstrates clear connections between the reason for the artifact being chosen, what was learned and what was applied to the building/district as a result of learning.

ISLLC Standard 4 (4C1,2,3): An education leader promotes the success of every student by collaborating with faculty, families, and community members, responding to diverse community interests and needs, and mobilizing community resources.

The successful candidate shall choose two/three artifacts to demonstrate at least two of the following functions:

- A. Collects and analyzes data and information pertinent to the educational environment
- **B.** Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Builds and sustains positive relationships with families and caregivers
- D. Builds and sustains positive relationships with community partners

Does not meet Expectations	Candidate	New Leader	Developing Leader	Proficient Leader	Distinguished Leader
(0)	(1)	(2)	(3)	(4)	
Artifact(s) are absent or	Artifact(s)	Artifact(s) exhibits a	Artifact(s) clearly	Artifact(s) clearly	Artifact(s) clearly
not sufficient to	demonstrate a	commitment to, and	promotes a high level of	communicates a high	models a high level of
demonstrate a	commitment to, and	active involvement in,	commitment to, and active	level of commitment to,	commitment to, and
commitment to	active involvement in,	collaborating with	involvement in,	and active involvement	active involvement in,
collaborating with	collaborating with	faculty, families and	collaborating with	in, collaborating with	collaborating with
faculty, families and	faculty, families and	community members,	faculty, families and	faculty, families and	faculty, familes and
community members,	community members,	responding to diverse	community members,	community members,	community members,
responding to diverse	responding to diverse	community interests and	responding to diverse	responding to diverse	responding to diverse
community interests	community interests	needs, and mobilizing	community interests and	community interests	community interests
and needs, and	and needs, and	community resources.	needs, and mobilizing	and needs, and	and needs, and
mobilizing community	mobilizing	Reflection describes why	community resources.	mobilizing community	mobilizing community
resources Reflection is	community resources.	the artifact(s) was chosen	The reflection clearly	resources.	resources.
missing or insufficient	Reflection describes	and how commitment	describes why the	The reflection clearly	The reflection clearly
to determine why the	why the artifact(s)	and involvement are	artifact(s) were chosen and	describes why the	describes why the
artifact was chosen.	was chosen and how	demonstrated through	how the artifacts	artifact(s) were chosen	artifact(s) were chosen
Artifact was that of a	commitment and	use of the artifact(s).	demonstrate a high level	and how the artifacts	and how the artifacts
classroom teacher not	involvement are		of commitment to, and	demonstrate a high	demonstrate a high
an aspiring leader.	demonstrated through		involvement with, faculty	level of commitment to,	level of commitment to,

use of the artifact(s).	and community members,	and involvement with,	and involvement with,
	responding to diverse	faculty and community	faculty and community
	community interests and	members, responding to	members, responding to
	needs, and mobilizing	diverse community	diverse community
	community resources.	interests and needs, and	interests and needs, and
	Implications have been	mobilizing community	mobilizing community
	stated as to what impact	resources.	resources.
	this activity(s) will have		
	on the future of the		
	building/district.		

ISLLC Standard 5 (5C1): An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

The successful candidate shall choose <u>two/three</u> artifacts to demonstrate at least <u>two</u> of the following functions:

- A. Ensures a system of accountability for every student's academic and social success
- B. Models principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguards the values of democracy, equity, and diversity
- D. Considers and evaluates the potential moral and legal consequences of decision-making
- E. Promotes social justice and ensures that individual student needs inform all aspects of schooling

Does not meet Expectations	Candidate	New Leader	Developing Leader	Proficient Leader	Distinguished Leader
(0)	(1)	(2)	(3)	(4)	

Artifact(s) is absent or	Artifact(s)	Artifact(s)	Artifact(s) are exemplary	Artifact(s) are exemplary	Artifact(s) are
not sufficient to	recognizes the	demonstrates the	in promoting the	in communicating the	exemplary in modeling
demonstrate the	importance of acting	importance of acting	importance of acting with	importance of acting	the importance of acting
importance of acting	with integrity,	with integrity, fairness,	integrity, fairness, and in	with integrity, fairness,	with integrity, fairness,
with integrity, fairness,	fairness, and in an	and in an ethical manner.	an ethical manner. The	and in an ethical manner.	and in an ethical
and in an ethical	ethical manner. The	The reflection identifies	reflection clearly	The reflection clearly	manner. The reflection
manner. Reflection is	reflection identifies	why the artifact(s) was	describes why the	describes why the	clearly describes why
missing or inadequate to	why the artifact(s)	chosen and connection	artifact(s) was chosen and	artifact(s) was chosen	the artifact(s) was
demonstrate choice of	was chosen and	to responsible personal	how it demonstrates	and how it demonstrates	chosen and how it
artifact(s) or connection	some connection to	and professional	understanding and	understanding and	demonstrates and
to ethical leadership	responsible	leadership behavior.	application of the	application of the	evaluates the importance
behavior. Artifact was	personal and		importance of acting with	importance of acting	of acting with
that of a classroom	professional		responsible personal and	with responsible	responsible personal
teacher not an aspiring	leadership behavior.		professional leadership	personal and	and professional
leader.			behavior to promote the	professional leadership	leadership behavior to
			success of every student.	behavior to promote the	promote the success of
			Implications have been	success of every student.	every student.
			stated as to what impact	Implications have been	Implications have been
			this activity(s) will have	stated as to what impact	stated as to what impact
			on the future of the	this activity(s) will have	this activity(s) will have
			building/district.	on the future of the	on the future of the
				building/district	building/district.

*6. (6C1,2,3) An education leader promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The successful candidate shall choose <u>two/three</u> artifacts to demonstrate at least <u>two</u> of the following functions:

A. Advocates for children, families, and caregivers

B. Acts to influence local, district, state, and national decisions affecting student learning

C. Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies

Does not meet Expectations (0)	Candidate (1)	New Leader (2)	Developing Leader (3)	Proficient Leader (4)	Distinguished Leader
Artifact(s) is absent or	Artifact(s)	Artifact(s) demonstrates	Artifact(s) demonstrate the	Artifact(s)	Artifact(s)

not sufficient to demonstrate processes needed to understand, respond to, and/or influence the larger political, social, economic, legal, and cultural context. Reflection is missing or inadequate to demonstrate an understanding of these processes. Artifact was that of a classroom teacher not an aspiring leader.	demonstrates understanding of the processes needed to understand, respond to, and/or influence the larger political, social, economic, legal, and cultural context including the necessity of advocating for policies and resources at local, state and federal levels to ensure equity of the educational experience for each student in the building/district.	an awareness of the processes needed to understand, respond to, and/or influence the larger political, social, economic, legal, and cultural context including the necessity of advocating for policies and resources at local, state and federal levels to ensure equity of the educational experience for each student in the building/district. The reflection identifies why the artifact(s) was chosen and how it demonstrates an understanding of these	design of processes needed to understand , respond to, and/or influence the larger political, social, economic, legal, and cultural context including the necessity of advocating for policies and resources at local, state and federal levels to ensure equity of the educational experience for each student in the building/district. The reflection clearly identifies why the artifact(s) was chosen and how it demonstrates understanding of these	demonstrates advocacy of the processes needed to understand, respond to, and/or influence the larger political, social, economic, legal, and cultural context. The reflection identifies why the artifact(s) was chosen and how it demonstrates an understanding of these processes. Implications have been stated as to what impact this activity(s)	demonstrates the evaluation and modification of processes needed to understand, respond to, and/or influence the larger political, social, economic, legal, and cultural context. The reflection identifies why the artifact(s) was chosen and how it demonstrates an understanding of these processes. Implications have been stated as to what impact this activity(s) will have on
that of a classroom teacher not an aspiring	federal levels to ensure equity of the	for each student in the building/district. The	building/district. The reflection clearly identifies	demonstrates an understanding of these	demonstrates an understanding of these
leader.	experience for each student in the	the artifact(s) was chosen and how it demonstrates	chosen and how it demonstrates	Implications have been stated as to what	have been stated as to what impact this
	building/district. The reflection identifies why the	an understanding of these processes.	understanding of these processes. Implications have been stated as to	impact this activity(s) will have on the future of the building/district.	activity(s) will have on the future of the building/district.
	artifact(s) was chosen and how it		what impact this activity(s) will have on the	U	C
	demonstrates an understanding of these processes.		future of the building/district.		

7. (6C1) An educational leader remains current on best practices in education administration and school related areas as evidenced by establish a plan for his /her professional development each year.

The successful candidate shall choose <u>two/three</u> artifacts to demonstrate at least <u>two</u> of the following functions:

A. Begins to acquire appropriate knowledge, skills, and best practices to positively impact staff development and student learning.

B. Creates own comprehensive professional growth plan indicative of an aspiring leader at the building/district level. (**Comprehensive Professional Growth Plan from above qualifies as one artifact.**)

Does not meet Expectations	Candidate	New Leader	Developing Leader	Proficient Leader	Distinguished Leader
(0)	(1)	(2)	(3)	(4)	
Artifact(s) is absent or	Artifact(s)	Artifact(s) demonstrates	Artifact(s) demonstrates	Artifact(s) selected	Artifact(s) selected
not sufficient to	demonstrates the	the importance remaining	the importance remaining	communicates to all	models to all faculty
demonstrate the	importance remaining	current on best practices	current on best practices in	faculty and staff the	and staff the
importance of remaining	current on best	in education	education administration	importance of	importance remaining
current on best practices	practices in education	administration by	by creating as plan for	remaining current on	current on best
in education	administration by	creating as plan for	his/her professional	best practices in	practices in education
administration by	creating as plan for	his/her professional	development that includes	education	administration by
creating as plan for	his/her professional	development that	increased knowledge and	administration by	creating as plan for
his/her professional	development that	includes increased	skills based on best	creating as plan for	his/her professional
development. Reflection	includes increased	knowledge and skills	practices. The reflection	his/her professional	development that
is missing or inadequate	knowledge and skills	based on best practices.	identifies why the	development that	includes increased
to demonstrate choice of	based on best	The reflection identifies	artifact(s) was chosen and	includes increased	knowledge and skills
artifact(s) or connection	practices. The	why the artifact(s) was	some connection to best	knowledge and skills	based on best
to best practices or	reflection identifies	chosen and some	practices or professional	based on best	practices. The
professional	why the artifact(s)	connection to best	development.	practices. The	reflection identifies
development. Artifact	was chosen and some	practices or professional		reflection identifies	why the artifact(s) was
was that of a classroom	connection to best	development		why the artifact(s) was	chosen and direct
teacher not an aspiring	practices or			chosen and	connection to best
leader.	professional			connection to best	practices or
	development.			practices or	professional
				professional	development.
				development	