| SCORING   | 0  | 1   | 2   | 3  |
|---|--|---|---|--|
| GENERAL   |  |   |   |  |
| Statement of<br>Purpose<br>Exhibition of Writing<br>Ability | Candidate exhibits weak writing<br>and communication skills in terms<br>of organization, clarity,<br>communication of ideas and<br>mechanics                                 | Candidate exhibits adequate<br>writing and communication skills in<br>terms of organization, clarity,<br>communication of ideas and<br>mechanics                                      | Candidate exhibits graduate level<br>writing and communication skills in<br>terms of organization, clarity,<br>communication of ideas and<br>mechanics  | Candidate exhibits excellent writing<br>and communication skills in terms<br>of organization, clarity,<br>communication of ideas and<br>mechanics  |
|   | mechanics  | ARTIFACTS   | mechanics   | mechanics  |
| Oral and Written<br>Communication<br>Skills                 | Candidate exhibits weak writing<br>and communication skills in terms<br>of organization, clarity,<br>communication of ideas and  | Candidate exhibits adequate<br>writing and communication skills in<br>terms of organization, clarity,<br>communication of ideas and   | Candidate exhibits graduate level<br>writing and communication skills in<br>terms of organization, clarity,<br>communication of ideas and<br>machanics  | Candidate exhibits excellent writing<br>and communication skills in terms<br>of organization, clarity,<br>communication of ideas and   |
| Leadership Roles in<br>Schools                              | mechanics<br>Candidate did not provide<br>evidence of leadership roles   | mechanics<br>Candidate provided an example<br>that supported limited activities<br>and/or contributions in their role in<br>leadership activities                                     | mechanics<br>Candidate provided multiple<br>examples supporting school-wide<br>leadership and/or contributions in<br>their role in leadership activities  | mechanics<br>Candidate provided supporting<br>evidence that demonstrates school<br>level capacity-building in their<br>leadership role   |
| Support of Student<br>Learning                              | Candidate did not provide<br>evidence of using instructional<br>strategies to increase student<br>achievement  | Candidate provided an example<br>that supported limited<br>contributions to instructional<br>strategies increasing student<br>achievement   | Candidate provided multiple<br>examples of supporting<br>contributions to instructional<br>strategies employed to increase<br>student achievement   | Candidate provided supporting<br>evidence demonstrating capacity-<br>building in instructional strategies<br>employed to increase student<br>achievement   |
| Ability to Collect and<br>Analyze Data                      | Candidate did not provide<br>evidence of the use of data to<br>solve problems  | Candidate provided an example<br>that supported limited activities<br>related to using data to solve<br>problems  | Candidate provided multiple<br>examples that supported multiple<br>activities related to using data to<br>solve problems  | Candidate provided supporting<br>evidence demonstrating capacity-<br>building in using data to solve<br>problems   |
| Demonstrated<br>Respect for Family<br>and Community         | Candidate did not provide<br>evidence of respect for family and<br>community   | Candidate provided an example<br>that supported limited activities<br>relating to respect for family and<br>community   | Candidate provided multiple<br>examples that supported school-<br>wide activities relating to respect<br>for family and community   | Candidate provided supporting<br>evidence that demonstrates school-<br>wide capacity-building addressing<br>respect for family and community   |
| Strong Interpersonal<br>Skills                              | Candidate did not demonstrate the use of interpersonal skills  | Candidate demonstrated weak interpersonal skills  | Candidate provided multiple<br>examples of using interpersonal<br>skills  | Candidate provided strong evidence<br>of using interpersonal skills  |
| Demonstrated<br>Leadership                                  | Candidate did not provide<br>evidence of leadership  | Candidate provided an example<br>that supported limited leadership<br>activities  | Candidate provided multiple<br>examples supporting demonstrated<br>leadership   | Candidate provide evidence of<br>demonstrated leadership resulting<br>in school-wide capacity-building   |
|   |  | REFERENCE LETTERS   |   |  |
|   | References indicate that candidate<br>is viewed as a good teacher/leader<br>References do not indicate<br>information supporting current<br>teacher leadership contributions | References indicate that candidate<br>is viewed as a very good<br>teacher/leader<br>References support candidate's<br>pursuit of leadership roles, but<br>provide limited information | References identify leadership<br>qualities and clearly documents the<br>impact of candidate's leadership<br>has had on classroom and/or<br>school; provides clear statements<br>outlining leadership attributes. | References detail extensive<br>leadership qualities possessed by<br>the candidate; multiple examples of<br>school leadership contributions; and<br>the impact of his/her leadership on<br>the school |