University of Illinois at Urbana-Champaign
Council on Teacher Education
CTE Common Professional Portfolio Scoring Rubric – Administrative Certification – General Administrative Endorsement

Candidate: _______________________________

Type of Portfolio: ___Electronic ___Paper

Candidates must complete the CTE Common Professional Portfolio requirements and meet expectations in all areas and successfully meet all program specific portfolio requirements before being recommended for certification.

I. Completed Common CTE Forms

Check off completed forms and their completion date

<table>
<thead>
<tr>
<th>Name of the Form</th>
<th>Date Completed</th>
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</thead>
<tbody>
<tr>
<td>CTE Common Professional Portfolio Evaluation Form Adapted for EOL Gen Admin End.</td>
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<tr>
<td>EOL Clinical Experience Evaluation Forms</td>
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<tr>
<td>i. Evaluation from Site Supervisor</td>
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<tr>
<td>ii. Evaluation from Candidate</td>
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<tr>
<td>iii. Evaluation from Faculty Supervisor</td>
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<tr>
<td>iv. Verification of Clinical Experience Form</td>
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</table>

II. Philosophy Statement

Directions: Check the box below the appropriate rating.

The candidate must provide a philosophy statement that includes his or her view of education with respect to the UIUC Conceptual Framework: *Teaching and Learning in a Diverse Society* and its two primary pillars—1) establishing community in teaching and learning environments; and 2) guiding the development of inquiring and reflective minds. Two foundational elements support these pillars 1) commitment to service, and 2) the understanding and effective use of technology

Rating Scale: E=Exceeds Expectations, M=Meets Expectations, NM=Expectations Not Met

Rating scale guidelines:

**Exceeds Expectations (E)**

Philosophy statement addresses each of the pillars and foundational elements in a mature and articulate manner that reflects deep understanding and application of knowledge, skills and dispositions encompassed by the conceptual framework.

**Meets Expectations (M)**

Philosophy statement addresses each of the pillars and foundational elements in a manner that represents an accurate understanding and application of knowledge, skills, and dispositions encompassed by the conceptual framework and professional standards.

**Expectations Not Met (NM)**

Philosophy statement does not thoroughly and comprehensively address the pillars and foundational elements; some or all of the understandings and applications discussed are superficial,
The candidate’s philosophy statement
Comments:

III. Artifacts and Reflective Statements Related to Meeting the Standards

Directions: Check the box below the appropriate rating.
One artifact may be used to document more than one standard, however, a reflective statement must be included for each standard area.

Rating Scale: E= Exceeds Expectations, M=Meets Expectations, NM=Expectations Not Met
Rating Scale Guidelines:

**Exceeds Expectations (E)**
The artifacts selected represent exceptional and sophisticated models of their product type and are excellent representations of the standards.
The reflective statement:
- clearly identifies the standard(s) the artifact addresses
- states why the artifact was chosen
- the explanation of how the artifact represents the standard conveys an advanced understanding of the critical elements of the standard area
- states what the artifact demonstrates about the candidate’s growth and development as a school leader, including detailed insights of areas of success and challenge for future professional development

**Meets Expectations (M)**
The artifact(s) selected must be an appropriate representation of the standard.
The reflective statement:
- clearly identifies the standard(s) the artifact addresses
- states why the artifact was chosen
- states why the artifact is an appropriate representation of the standard(s) and,
- states what the artifact demonstrates about the candidate’s growth and development as a school leader.

**Expectations Not Met (NM)**
The artifact(s) selected represent the standard in a minimal or tangential way and/or are inconsistent in quality with aspects of the work representing below average models of the product type.
The reflective statement does not address all four of the points below, or addresses some or all of them in a superficial, incomplete, or inaccurate manner.
- clearly identifies the standard(s) the artifact addresses
- states why the artifact was chosen
- states why the artifact is an appropriate representation of the standard(s) and,
- states what the artifact demonstrates about the candidate’s growth and development as a school leader.

<table>
<thead>
<tr>
<th>Illinois Professional School Leader Standards</th>
<th>Artifact I</th>
<th>Reflective Statement I</th>
<th>Artifact II</th>
<th>Reflective Statement II</th>
</tr>
</thead>
<tbody>
<tr>
<td>STANDARD 1 – Facilitating a Vision of Learning</td>
<td>EEXP</td>
<td>MEXP</td>
<td>NM</td>
<td>EEXP</td>
</tr>
</tbody>
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### III. Artifacts and Reflective Statements Related to Meeting the Standards

*Directions: Check the box below the appropriate rating.*

One artifact may be used to document more than one standard, however, a reflective statement must be included for each standard area.

**Rating Scale:** E= Exceeds Expectations, M=Meets Expectations, NM=Expectations Not Met

**Rating Scale Guidelines:**

**Exceeds Expectations (E)**
The artifacts selected represent exceptional and sophisticated models of their product type and are excellent representations of the standards.
The reflective statement:
- clearly identifies the standard(s) the artifact addresses
- states why the artifact was chosen
- the explanation of how the artifact represents the standard conveys an advanced understanding of the critical elements of the standard area
- states what the artifact demonstrates about the candidate’s growth and development as a school leader, including detailed insights of areas of success and challenge for future professional development

**Meets Expectations (M)**
The artifact(s) selected must be an appropriate representation of the standard.
The reflective statement:
- clearly identifies the standard(s) the artifact addresses
• states why the artifact was chosen
• states why the artifact is an appropriate representation of the standard(s) and,
• states what the artifact demonstrates about the candidate’s growth and development as a school leader.

Expectations Not Met (NM)
The artifact(s) selected represent the standard in a minimal or tangential way and/or are inconsistent in quality with aspects of the work representing below average models of the product type. The reflective statement does not address all four of the points below, or addresses some or all of them in a superficial, incomplete, or inaccurate manner.
• clearly identifies the standard(s) the artifact addresses
• states why the artifact was chosen
• states why the artifact is an appropriate representation of the standard(s) and,
• states what the artifact demonstrates about the candidate’s growth and development as a school leader.

<table>
<thead>
<tr>
<th>Content Area Standards for Principals</th>
<th>Artifact I</th>
<th>Reflective Statement I</th>
<th>Artifact II</th>
<th>Reflective Statement II</th>
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</thead>
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<tr>
<td>STANDARD 1 – Facilitating a Vision of Learning</td>
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<td>Comments:</td>
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<td>STANDARD 2 – School Culture and Instructional Program</td>
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<td>STANDARD 3 – Management</td>
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<td>Comments:</td>
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<td>STANDARD 4 – Collaboration with Families and Communities</td>
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<td>STANDARD 5 – Acting with Integrity, Fairness, and in an Ethical Manner</td>
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<td>Comments:</td>
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<td>STANDARD 6 – Political, Social, Economic, Legal, and Cultural Context</td>
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IV. Impact on Student Learning

Directions: Check the box below the appropriate rating.

Rating Scale: E= Exceeds Expectations, M=Meets Expectations, NM=Expectations Not Met

Exceeds Expectations (E)
The work sample(s) selected clearly illustrates growth in P-12 student learning and is an exceptional and sophisticated example of the product type. The reflective statement:
• states why the artifact was chosen
• the explanation of how the work sample made an impact on P-12 student learning conveys an advanced understanding of the connections between teaching and learning theories, teaching practices, and assessment
• describes how these activities have enhanced ability to understand and assess student learning, including detailed insights of areas of success and challenge for future professional development

Meets Expectations (M)
The work sample(s) selected clearly illustrates growth in P-12 student learning.
The reflective statement:
• states why the work sample was chosen
• states how the work sample made an impact on P-12 learning and,
• describes how these activities have enhanced ability to understand and assess student learning

Expectations Not Met (NM)
The work sample(s) selected do not illustrate growth in P-12 student learning and/or are inconsistent in quality with aspects of the work representing below average models of the product type.
The reflective statement does not address all four of the points below, or addresses some or all of them in a superficial, incomplete, or inaccurate manner.
• clearly identifies the standard(s) the artifact addresses
• states why the artifact was chosen
• states why the artifact is an appropriate representation of the standard(s) and,
• states what the artifact demonstrates about the candidate’s growth and development as a school leader.

<table>
<thead>
<tr>
<th>Impact on P-12 Student Learning and Educational Program</th>
<th>Artifact I</th>
<th>Reflective Statement I</th>
<th>Artifact II</th>
<th>Reflective Statement II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate’s impact on P-12 Student Learning and Educational Program</td>
<td>EEXP</td>
<td>MEXP</td>
<td>NM</td>
<td>EEXP</td>
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</tbody>
</table>

Comments:

IV. Summary Portfolio Rating

Indicate one summary rating for the entire portfolio. All standards must be met in order to earn a rating of meets or exceeds expectations.

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Expectations Not Met</th>
</tr>
</thead>
</table>

Clinical Experiences Program Coordinator Signature: ____________________________ Date: ________________

04/09/2003
08/21/04 Revised