The University of North Carolina at Charlotte Department of Educational Leadership

MSA Program Electronic Evidence 3: Community Involvement and Engagement Scoring Rubric

<u>Name of Evidence</u>: Community Involvement and Engagement Action Plan

Element/ Descriptors Addressed	Emerging/Developing (Marginal but Not Acceptable)	Proficient (Acceptable)
1. Cultural Leadership – This performance requires an evaluation of the role of principal and his/her roles in leading, organizing and managing the cultural environment of the school. The candidate will participate in and make recommendations for school improvement. **3a2.** Seeks input from the School Improvement Team and other stakeholder to make decisions.	To achieve ***Emerging / Developing*** *status*, the candidate demonstrates knowledge of most of the best practices to engage school stakeholders and build and sustain relationships with individuals and groups to support school programs, activities, and students. He/she can answer questions at a very concrete level about leadership issues related to this topic. The quality of these artifacts is at least acceptable/good. There are at least one or more areas that need improvement**.**	To achieve ***Proficient*** status, the candidate's artifacts demonstrate knowledge of virtually all of the best practices to engage school stakeholders and build and sustain relationships with individuals and groups to support school programs, activities, and students. The quality of these artifacts is very good to excellent. There are no areas that are not judged to be acceptable. He/she demonstrates skills expected of a beginning principal.
2. External Development Leadership – This performance assessment requires that candidates demonstrate knowledge of the structures, processes that foster community engagement, support, and ownership in the school. **6a1.** Works with others to engage parents/guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community's vision of the school	To achieve ***Emerging / Developing*** *status*, the candidate demonstrates knowledge of most of the best practices to engage school stakeholders and build and sustain relationships with individuals and groups to support school programs, activities, and students. He/she can answer questions at a very concrete level about leadership issues related to this topic. The quality of these artifacts is at least acceptable/good. . There are at least one or more areas that need improvement**.**	To achieve ***Proficient*** status, the candidate's artifacts demonstrate knowledge of virtually all of the best practices to engage school stakeholders and build and sustain relationships with individuals and groups to support school programs, activities, and students. The quality of these artifacts is very good to excellent. There are no areas that are not judged to be acceptable. He/she demonstrates skills expected of a beginning principal.