

Administrative Certification Program Admission Letter of Intent Rubric

Name of Applicant: _____

Scored by: _____

Component	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)	Score
1. Self-assessment of leadership and awareness of growth/improvement	Applicant does not articulate a coherent philosophy and provides no self-awareness of growth/improvement as a leader.	Philosophy is articulated but is limited regarding vision; awareness of potential for change is limited.	Leadership philosophy is coherent and includes vision; recognition of strengths and weaknesses in leadership is demonstrated.	Leadership philosophy is coherent and includes a vision committed to helping <i>all</i> children achieve their highest potential; strengths and weaknesses are recognized and the focus for improving knowledge, skills, and dispositions of leadership.	
2. Reflection on Best Practices	Limited knowledge/ understanding of best practices in curriculum, instruction, and assessment is demonstrated.	Basic knowledge of best practices in curriculum instruction and assessment is demonstrated but is not related to improved student outcomes.	Basic knowledge of best practices in curriculum, instruction, and assessment is demonstrated. This understanding is related to improving student outcomes.	Knowledge of best practices in curriculum, instruction, and assessment is conceptually rich and thorough and is interwoven with knowledge of how best practices influence and are central to improving student outcomes.	
3. Implementation of Best Practices: Example	Applicant's example of implementing best practices is incomplete and does not reflect the ability to translate "knowledge about" into "knowledge applied."	Applicant's example of implementing best practices is complete but does not reflect the ability to translate "knowledge about" into "knowledge applied."	Applicant's example of implementing best practices is complete and reflects understanding of how to translate "knowledge about" into "knowledge applied" (e.g., inclusion of information about change in skill levels or classroom structures).	Applicant's example of implementing best practices is detailed and focused on how "knowledge about" translates into implementation. Included are strategies such as changing skills, dispositions, and structures; need for evaluating implementation processes and student outcomes; ongoing formative and summative assessment; etc.	
4. Quality of writing – usage, mechanics, fluency	Writing is full of numerous grammar errors, misspelling, and awkward phrasing.	Meaning is impaired because of awkward phrases and sentences; grammatical errors and proofing errors detract from message of the essay.	Meaning is clear and generally free from usage or other proofing errors.	Writing flows from sentence, paragraph, topic to the next. Meaning is sharp and language is eloquent and free of proofing errors.	
5. Quality of writing – substance of thought, organization.	Content is unorganized and hard to follow and/or substance of content does not reflect current knowledge about leadership or best practice.	Content is hard to follow and does not reflect hierarchical gradations in meaning. Substance of content reflects some understanding of leadership and best practices but is inconsistent with current knowledge base for these content areas.	Content is organized, flows from one topic to the next, and is easy to follow. Substantive knowledge for both leadership and best practices is current and complete.	Organization reflects hierarchical subdivisions and provides both overall and specific guidance for the reader. Substance of content is conceptually rich, nuanced, and current for both leadership and best practices.	

Adopted from WKU