University of the Virgin Islands
School of Education
Master of Arts in Education
Educational Leadership
Fall 2016

Principal Portfolio

Content	Exceeds Expectations	Meets Expectations	Needs Improvement
Layout/Cover Design	Design is attractive, colorful and shows creativity	Design is attractive and colorful STT 1	Design could be neater or might be inappropriate
Introduction ELCC 6	Introduction includes personal information that are descriptive and insightful STT 1	Introduction includes personal information that is clearly reflective of the individual	Introduction includes some personal information
Resume/Curriculum Vitae	Student has produced an updated resume STT 1	The student produced a resume	The student did not produce a resume
Leadership Framework/Philosophy ELCC 1 Promote Success of All Students by Developing a Vision	Philosophy contains well written statements of Education. There is a philosophy of education, vision for learners, vision for teachers, vision for the organization, vision for professional growth, and a method of vision attainment STT 1	Philosophy contains well written statements of education, but does not include all the elements for learners, teachers, the organization, vision for professional growth, and method for vision attainment	Philosophy lacks some of the essential statements of education, and lacks vision for learners, teachers, vision for the organization, vision for professional growth, and method of vision attainment
Five Year Goals ELCC 1.2b	There is evidence that the student put much thought into his/her professional goals	There is evidence that the student put some thought into his/her professional goals STT 1	There is evidence that the student did not put much thought into his/her professional goals
School Development Plan/School Improvement Plan (SIP) ELCC 6	Plan creates shared direction and generates a focus on 3or 5 priorities that drive action to improve student	Plan creates shared direction but lacks focus on 3 priorities that drive action to improve student learning	Plan does not create shared direction and lacks focus on priorities that drive action to improve student learning

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	learning STT 1		
Curriculum Guide ELCC 6	Guide encourages the implementation of curriculum that fosters success for all students regardless of gender, race, or disability. Guide contains the five elements of curriculum planning	Guide encourages the implementation of curriculum that fosters success for students. Guide contains three elements of curriculum planning STT 1	Guide lacks the key elements of curriculum planning
Position Papers/ Written Assignments ELCC 3.1; 3.2; 3.3	Selected Papers are interesting, sophisticated, and insightful. Papers are meaningful examples of the candidate's ability to implement standards. Writing is free from sentence structure and usage errors; writing shows care and precision in word choice; writing is free from spelling, capitalization and punctuation errors. STT 1	Papers are clear and thoughtful. Papers demonstrate candidate's competency and link to student achievement through explanation Writing has 1-2 sentence structure errors; writing has 1-2 spelling, capitalization and/or punctuation errors.	Writing is simplistic; uneven in quality; and lacking in relevance. Writing has more than 4 sentence structure and/or usage errors with weak word choice. Writing has 4 or more spelling, capitalization and/or punctuation errors
Artifacts ELCC 5.1, 5.2, 5.3 Promotes responsible, ethical behavior and citizenship	Artifacts clearly demonstrate competency in performance and link to student achievement. Artifacts clearly document impact of fair, honest, ethical	Artifacts demonstrate competency and link to student achievement through explanation	Artifacts are not clearly defined and do not demonstrate competency of performance

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	behavior.	STT 1	
Accolades ELCC 6.1, 6.2, 6.3	The student has produced updated copies of degrees, diplomas and certificates that demonstrate competency in responding to, and influencing the larger political, social, economic, legal, and cultural context	The student produced some copies of degrees, diplomas and certificates that are acceptable STT 1	The student did not produce updated copies of degrees, diplomas, and certificates