

Name \_\_\_\_\_

Date \_\_\_\_\_

Overall Rating (Average) \_\_\_\_\_

<b>Examples of Coursework and Related Reflections</b>			
<b>Gradations of Quality</b>			
4	3	2	1
Hard copy course work examples are present and accompanied by written reflections on each example, indicating not only that expected learning has taken place, but also that the student has extended and applied his or her learning beyond basic course requirements.	Hard copy course work examples are present and accompanied by written reflections on each example, indicating that expected learning has taken place, but that there was no extension of learning beyond basic course requirements.	Hard copy course work examples and written reflections on each example are present, but the written reflections were inadequate.	Course work examples and/or written reflections on each example not present.

Comments:

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<b>Interrelation of Concepts</b>			
<b>Gradations of Quality</b>			
4	3	2	1
High level of theorizing and thematically linking interrelationships among concepts from each of the Level I courses (content from each course considered and artifact used to make sophisticated thematic links among the concepts. Written treatment accompanies artifact such as art, essay, case study.	Adequate use of artifact and written treatment theorizing commonalities among concepts from each of the Level I courses through essay, art, case study.	Some mention of the concepts from some (not all) of the Level I courses	Fails to make connections among course concepts

Comments:

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Name \_\_\_\_\_

Date \_\_\_\_\_

Overall Rating (Average) \_\_\_\_\_

<b>Student Self Evaluation</b>			
<b>Gradations of Quality</b>			
4	3	2	1
The student provides an insightful, balanced and comprehensive articulation of individual strengths and challenges. Specific and meaningful examples tied to professional literature and course work are freely and openly shared. The student's evaluation reflects a deep and clear understanding of the impact of personal development and growth on schools and school leadership.	The student provides a well-rounded articulation of individual strengths and challenges. Examples are provided and are tied to the professional literature and course work. The student's evaluation reflects some understanding of the impact of personal development and growth on schools and school leadership.	The student provides a list of individual strengths and challenges. Examples are provided and are loosely tied to the professional literature and/or course work. The student's evaluation reflects a scant understanding of the relationship of the impact of personal development and growth on schools and school leadership.	The student fails to mention strengths and challenges. The student does not appear to understand the relationship of personal development and growth on schools and school leadership.

Comments:

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<b>Goals for Future</b>			
<b>Gradations of Quality</b>			
4	3	2	1
Establishes clear goals and articulates explicit details of a clearly achievable plan for accomplishing those goals based on deep, extensive reflection informed by multiple feedback sources.	Establishes likely achievable goals and articulates a plan for accomplishing those goals based on at least one feedback source.	Establishes at least one (1) goal and articulates a plan for achieving it (no mention of feedback sources)	Fails to adequately articulate any goals or a plan for achieving them.

Comments:

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