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| **Leadership Practice  Grading Rubric Elements** | **Basic  --------** | **Proficient  ----------------** | | **Exemplary   ---------------** |
| 1 – 7 Points | 8 – 14 Points | | 15 – 20 Points |
| **Introduction to Leadership Practice Paper** | | | | |
| Introduction | There is an introduction.  It falls short in expectations. The [Introduction] notation is still in the paper. | | The introduction is well written and alerts the reader to all the parts in the paper yet to come. | The introduction not only introduces the paper, its purpose, and all of its parts, but also does so in a creative and interesting way that invites the reader into the body of the paper. |
| **Conceptual Framework Guiding this Leadership Practice** | | | | |
| Description of the Conceptual Framework that guides the organization of this paper. | Description of the conceptual framework is basic with little evidence of how this framework will support the writing of this paper. | Description of the conceptual framework is detailed and provides evidence that s/he understands how this framework will support the writing of this paper. | | Description of the conceptual framework is detailed, nuanced and provides for the reader evidence of not only how s/he might apply a leadership practice but also that the leadership practice has depth and is grounded in the literature of leadership for urban organizations. schools. |
| **Background and Context of Leadership Practice** | | | | |
| Identification of Targeted Goal  (TG) | The TG is unclear, not well defined, and therefore no feasible way to indicate if the goal was achieved. No references cited. | The TG is clearly stated in positive achievable language that would indicate if the goal was achieved. Some references cited. | | Not only is the TG clearly stated in positive achievable language that would indicate if the goal had been achieved, but also the goal is well grounded in the literature for leadership for urban education. |
| Potential Outcome Measures  (OM) | Little is provided  in the way  of a potential OM. No reference citations. | One or more potential OM related to the TG is presented. Some references. | | Several OM that are linked to the TG along with strong support from the literature on Leadership for urban education are presented. |
| **Analysis of Obstacles and Implementation Plan for Leadership Practice** | | | | |
| Introduction | There is a basic introduction to this section of the paper but key parts are missing. | The introduction to this section sets up all the parts of this section to follow. | | The introduction to this section sets up all the parts to follow in a way that encourages the reader to continue reading this paper. |
| Leverage Points (LP) | At least one LP was presented but without a rationale for selection or how the LP when engaged would counter obstacles or achieve the targeted goal. No citations. | Several LPs were presented along with a rationale for selection and how when engaged they would be capable of countering obstacles and achieving the targeted goal. Some citations were offered. | | Several LPs related to the targeted goal along with a rationale for that selection that are well supported with references to the literature on leadership for urban organizations. This section is written is such a way that the reader can follow the logic of how action on and from these leverage points has the potential to counter and overcome obstacles and lead to the achievement of the targeted goal. |
| Evidence-Based Leadership Strategies (E-BLS) | At least one E-BLS is presented, but no rationale for the selection of, or how E-BLS strategy intersects with overcoming obstacles or engaging LPs in order to achieve the goal. No references. | Several E-BLS are presented with rationale for selection, but response does not provide an argument for why that strategy could influence LP or the behavior of others. Some references are provided. | | A combination of E-BLS linked to LPs that purport overcome obstacles and to make gains on achieving the targeted goal are presented along with a compelling rationale. The argument for this combination of E-BLS is well grounded in references from the literature on leadership for urban organizations. |
| Engaging Others  in the  Leadership Effort (EO) | The rationale for EO is provided. No “OTHERS” are identified. No references are cited. No HOW TO activities are offered. | The rationale for EO is presented (others are identified), along with references from the literature on leadership for urban education. One or more HOW TO strategies for EO are offered. | | Author links the rational for EO (with others identified) to leadership efforts to engage LPs with specific E-BLS efforts in order to overcome obstacles and to achieve goals. HOW TO strategies suggested are grounded not only in the literature on leadership for urban organizations but also in he literature on collaboration. |
| Evaluating  the Impact of  Leadership (Theory of Change) **Content** | Evaluation plan is not well specified and does not reference any measures to the “theory of change” of the leadership effort (**Content**). | The evaluation plan specified takes into account the TG, OM, LP, E-BLS, EO related to this project (as related to the “theory of change” of the leadership effort (**Content**). | | The evaluation plan specified takes into account the TG, OM, LP, E-BLS, EO related to this project (as related to the “theory of change” of the leadership effort (**Content**) of the leadership effort. This plan is well grounded in the literature of leadership for urban organizations. |
| Evaluating  the Impact of Leadership  (Theory of Implementation) **Process** | Evaluation plan is not well specified and does not reference any measures related to the “theory of implementation” (**Process**) of the leadership effort. | The evaluation plan specified takes into account the TG, OM, LP, E-BLS, EO elements as related to the “theory of implementation” (**Process**) of the leadership effort. | | The evaluation plan specified takes into account the TG, OM, LP, E-BLS, EO elements as related to the “theory of implementation” (**Process**) of the leadership effort. This plan and its elements are well grounded in the literature of leadership for urban organizations. |
| **Summary** | | | | |
| Now that I’ve written this paper, here is what I am thinking now for me and the leader in my case and the steps that we contemplate taking next …. | The summary pulls together most of the threads in the paper. There is not reference to new learning. | | The summary pulls together the threads of paper and provides a new perspective on the issues. Some citations to references were made. | The summary pulls together the threads of the paper, provides a new/alternative perspective on the issues, and outlines several next steps for taking on this problem in real life. This summary makes references appropriate literature on leadership for urban organizations. |
| **APA Formatting and M.E.A.L. Writing Conventions** | | | | |
| Title Page, Headers, Running head,  Page Numbers, Title, Author(s), Institutional Affiliation, Abstract, Headings,  Levels of Headings,  Indented Paragraphs, Correct use of Series, Correct use of Lists, Block Quotes, Citations in Text, References | Many APA formatting errors. No evidence of awareness of APA style. No evidence of having ever read about M.E.A. L. writing conventions. | | Only a few APA formatting errors. For the most part this Leadership Practices paper utilizes well the M.E.A.L. writing conventions. | APA formatting in this paper is  Sheer Perfection! Absolutely no errors. Well written because the M.E.A.L. writing conventions are deeply embedded in the writing of this paper. |