

## Pathfinder Leadership Evaluation Rubric

Candidate Name:	
Teacher Name:	
Title & Relationship to Candidate:	

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Levels/Criteria	Unacceptable	below expectations	meets expectations	exceeds expectations	Score
Responsibility	Has poor attendance, consistently tardy, and rarely participates.	Demonstrates perfunctory attendance, occasionally arrives late, and minimally participates.	Demonstrates adequate attendance, arrives on time, and adequate participation.	Demonstrates perfect attendance always on time or early, and exceptional participation.	
Reliability	Frequently skips assignments or misses paperwork deadlines, responsibilities and/or ignores procedures or rules.	Occasionally skips assignments or misses paperwork deadlines, or responsibilities.	Work is submitted on time. Student can be relied on to follow through with tasks.	Quality work is submitted and/or provided on time. Keeps accurate records of class assignments or other responsibilities required.	
Communication	Demonstrates ineffective oral and/or written communication skills. [Ex. Uses inappropriate, insensitive language, or tone].	Selectively demonstrates effective oral and/or written communication.	Demonstrates effective oral and/or written communication skills.	Demonstrates professionalism in all situations, conversations, and documents.	
Collaboration	Does not offer ideas, ask questions, or participate in discussions and/or meetings.	Seldom contributes valuable ideas during discussions and in meetings. Emerging as a team player.	Often contributes valuable ideas during discussions and in meetings. Is a positive team player.	Contributes meaningfully to discussions, searches for answers, encourages and supports others. Demonstrates ability to work with peers and authority figures.	
Accountability	Does not hold self accountable for actions.	Inconsistently holds self accountable for actions.	Holds self accountable for actions but not others.	Holds self and others accountable for their actions.	
Involvement	Does not seek involvement opportunities.	Actively seeks involvement opportunities for self but not others.	Seeks involvement opportunities for self and others.	Seeks and generates opportunities for involvement for self and others.	

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Levels/Criteria	Unacceptable	below expectations	meets expectations	exceeds expectations	Score
Confidence	Gives an impression of reluctance or uncertainty about exercising leadership.	Is reluctant at times to make decisions, which might prove to be unpopular.	Looks comfortable and confident in exercising leadership duties.	Using strong verbal and non verbal behavior to convey authority and concern.	
Stays on track	Lets the group ramble or stay off track too much, or keeps the group so rigidly on track that relevant issues or concerns are ignored.	Inconsistent focus on accomplishing tasks either for lack of confidence or direction. Does move the group along with assistance from authority figures.	Keeps group on track by managing time, providing guidance, or resolving differences. Intervenes when tasks are not moving toward goals.	Develops and adheres to a calendar of activities and/or checklists.	
Fostering actions toward achievement of vision, mission and/or goals.	Is not able to analyze a hypothetical situation or understand the interactive nature between vision, mission, and goals, or translate them into a coherent action plan.	Has some knowledge of the process of analysis and the interrelatedness of vision, mission and goals. Is unsuccessful translating this relationship into planning, work and an evaluative agenda.	Understands and, with minor difficulty, analyzes a hypothetical situation of exhibiting the interrelatedness among vision, mission, goal, and plan development.	Analyzes a hypothetical situation in which the elements and interaction of vision, mission, and goals can be maximized and lead to an inclusive action plan or clear agenda easily translated into work tasks, and evaluated when completed.	
Calmness under pressure of expectations or circumstance.	In pressured situations is not able to remain calm and analyze circumstances calmly and rationally for the best outcome.	In pressured situations is able to react to the circumstance, but is somewhat hesitant to take control and be decisive. Group is uncertain and somewhat disconnected.	In pressured situations does react with a steadiness of demeanor and deportment and is direct in action. Has a positive influence over others.	In pressured situations is calm, deliberate and confident. Takes charge and has an attitude that exudes confidence and leads by example. Others follow easily.	
Leadership experience	Has not had any experience in leadership in any club, school or outside activity, or has minimal experience leading a group.	Has had minimal leadership experienced in some organized activities such as Boy Scouts, French Club or co-captain or leader of a sport team, or outside activity.	Has had leadership experience in various school, team or outside activities, and while it has been leadership experience, the leadership has been uneven.	Has had significant leadership opportunities with various school, sport or outside activities, and moreover, has demonstrated excellent leadership traits over a length of some time.	

**Total Score:**

<b>Teacher Instructions:</b> Please complete this rubric confidentially, sign, date and return by mail by submission deadline to: Rick Guido, 6 Timber Lane, Fairport, NY 14450.	<b>Submission deadline provided by candidate:</b>	Total	<b>Definition of score categories</b>
		0-11	Unacceptable
		12-22	Below Expectations
		23-33	Meets Expectations
		34-44	Exceeds Expectations
Signature:			
Date:			