## Rubric for Chief Information Officers' Leadership Academy Applied Learning Project

	Strongly Evident	Evident	Somewhat E
	Clear statement of the problem you have solved or are		Statement of
	trying to solve along with a clear motive.	trying to solve with statement of the motive.	trying to solv
Explanation of Project			
	Supports a constructive team climate by doing all of	Supports a constructive team climate by doing any	Supports a co
	-	0	of the followi
	<ul> <li>Sets a vision and a direction with assigned roles and</li> </ul>	<ul> <li>Treats team members respectfully by being polite</li> </ul>	<ul> <li>Treats team</li> </ul>
	responsibilities.	(professional) and constructive in communication.	(professional
	•Treats team members respectfully by being polite	Uses positive vocal or written tone, facial	Uses positiv
		expressions, and/or body language to convey a	expressions,
	· · · · ·	positive attitude about the team and its work.	positive attitu
	expressions, and/or body language to convey a positive attitude about the team and its work.	<ul> <li>Motivates teammates by expressing confidence about the importance of the task and the team's</li> </ul>	<ul> <li>Motivates t about the implication</li> </ul>
	•	•	ability to acco
	about the importance of the task and the team's	<ul> <li>Provides assistance and/or encouragement to team</li> </ul>	<ul> <li>Provides as</li> </ul>
			members.
	<ul> <li>Provides assistance and/or encouragement to team</li> </ul>	•Engages team members in ways that facilitate their	•Engages tea
	·	contributions to meetings by constructively building	contributions
			other team m
	contributions to meetings by both constructively		clarification.
	building upon or synthesizing the contributions of		
	others as well as noticing when someone is not		
	participating and inviting them to engage.		
Shows evidence of fostering a High Performing Team			
	Addresses destructive conflict directly and	Identifies and acknowledges conflict and stays	Redirecting fo
		engaged with it.	task at hand
Responds to Conflict - provides a scenario where	that strengthens overall team cohesiveness and future		
conflict resolution was needed	effectiveness.		
		Project incorporates most SUNY applied learning	Project incorp
	(Structured, intentional, authentic, preparation,	criteria. (Structured, intentional, authentic,	criteria. (Stru
	orientation, training, monitoring, and continuous	preparation, orientation, training, monitoring, and	preparation,
	improvement, reflection, acknowledgment, assessed,	continuous improvement, reflection, acknowledgment,	continuous in
	and evaluated.)	assessed and evaluated.)	assessed and
1			
SUNY Applied Learning Criteria Implementation			
SUNY Applied Learning Criteria Implementation	Clearly provides evidence that the competencies of the	Some evidence was provided that the competencies of	Non-specific (
		Some evidence was provided that the competencies of the academy had an impact on how they	
	academy had an impact on how they lead/managed		competencie
Academy Outcomes	academy had an impact on how they lead/managed this project.	the academy had an impact on how they	competencie they lead/ma
Academy Outcomes	academy had an impact on how they lead/managed this project. Delivery techniques (posture, gesture, eye contact,	the academy had an impact on how they lead/managed this project.	Non-specific of competencies they lead/ma Delivery tech and vocal exp
Academy Outcomes	academy had an impact on how they lead/managed this project. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation	the academy had an impact on how they lead/managed this project. Delivery techniques (posture, gesture, eye contact,	competencie they lead/ma Delivery tech
Academy Outcomes	academy had an impact on how they lead/managed this project. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation	the academy had an impact on how they lead/managed this project. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation	competencie they lead/ma Delivery tech and vocal exp understandal
Academy Outcomes	academy had an impact on how they lead/managed this project. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and	the academy had an impact on how they lead/managed this project. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	competencies they lead/ma Delivery tech and vocal exp
Academy Outcomes	academy had an impact on how they lead/managed this project. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	the academy had an impact on how they lead/managed this project. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	competencies they lead/ma Delivery tech and vocal exp understandal



## Not Evident Evident of the problem you have solved or are Statement of the problem you have solved or are lve, but the motive is unclear. trying to solve, along with the motive are unclear. constructive team climate by doing any two Supports a constructive team climate by doing any one of the following: wing: am members respectfully by being polite • Treats team members respectfully by being polite (professional) and constructive in communication. nal)and constructive in communication. itive vocal or written tone, facial • Uses positive vocal or written tone, facial s, and/or body language to convey a expressions, and/or body language to convey a positive attitude about the team and its work. titude about the team and its work. s teammates by expressing confidence • Motivates teammates by expressing confidence mportance of the task and the team's about the importance of the task and the team's ccomplish it. ability to accomplish it. • Provides assistance and/or encouragement to team assistance and/or encouragement to team members. • Engages team members by taking turns and listening eam members in ways that facilitate their to others without interrupting. ons to meetings by restating the views of n members and/or asking questions for n. focus toward common ground, toward Passively accepts alternate viewpoints/ideas/opinions. d (away from conflict). orporates some SUNY applied learning Project meets none of the SUNY applied learning ructured, intentional, authentic, criteria. (Structured, intentional, authentic, n, orientation, training, monitoring, and preparation, orientation, training, monitoring, and ; improvement, reflection, acknowledgment, continuous improvement, reflection, nd evaluated.) acknowledgement, assessed and evaluated.) ic evidence was provided that the No evidence was provided that the competencies of the academy had an impact on how they lead this ies of the academy had an impact on how managed this project. project. Delivery techniques (posture, gesture, eye contact, chniques (posture, gesture, eye contact, expressiveness) make the presentation and vocal expressiveness) detract from the dable, and speaker appears tentative. understandability of the presentation, and speaker eep within presentation time allotment. appears uncomfortable. • Did not keep within presentation time allotment.