

Developmental Leadership Rubric

Elements	Pre-Initiation Stage <i>Structures in place.</i>	Initiating <i>Structures are implemented; procedures are followed.</i>	Developing <i>Structures are monitored, practice is reflected on, stakeholders are invited and are becoming involved.</i>	Sustaining <i>Protocols are consistently followed, monitored, and reflected on; all stakeholders are involved.</i>
INSTRUCTIONAL MANAGER: <i>The leader ensures that the curriculum and pedagogy promote high academic achievement</i>				
High Expectations and Equity for All	The leader has structures in place to recognize and close achievement gaps.	The leader is beginning to implement data-driven structures to recognize and close some achievement gaps.	The leader analyzes and interprets student achievement data and implements structures to recognize achievement gaps and sets closing them as the highest priority. The leader establishes, supports, and monitors intervention programs that reflect the needs of some stakeholders. The leader has invited stakeholders to recognize and close achievement gaps.	The leader analyzes and interprets student achievement data and consistently implements structures to ensure that all stakeholders recognize all achievement gaps and set closing them as the highest priority. The leader establishes, supports, and monitors intervention programs that reflect the needs of all stakeholders and ensures that they are effective.
COMMUNICATION: <i>The leader establishes structures that support open, clear, and timely communication among all stakeholders</i>				
Hard Conversations	The leader uses the structures in place for official evaluations to hold generalized conversations about difficult issues.	The leader has a system in place to support hard conversations about relevant issues; however, usage depends on his or her comfort level with the topic and relationship with the stakeholder.	The leader ensures structures are in place for honest, respectful, timely, transparent, and direct communication with certain stakeholders; the leader attempts to identify the issue at hand and to communicate this issue; the leader monitors and reflects on hard conversations.	The leader ensures structures are in place for honest, respectful, timely, transparent and direct communication with all stakeholders; the leader consistently pinpoints the issue at hand and communicates this issue effectively; the leader monitors and reflects on whether hard conversations have led to change in practice.
Expectation and Agreement	The leader has a structure in place to communicate decisions.	The leader communicates expectations and agreements to some stakeholders. The leader has implemented a process to communicate decisions.	The leader communicates expectations and agreements to some stakeholders. The leader assesses the effectiveness of his or her communication. The leader communicates decisions and follows up on agreements. The leader invites stakeholders to participate in communication structures.	The leader effectively and consistently communicates expectations and agreements to all stakeholders. The leader continuously assesses the effectiveness of his or her communication. The leader uses multiple methods to communicate decisions and follow up on agreements. The leader ensures all stakeholders have access to multiple communication structures.

This rubric accompanies the article “Support Principals, Transform Schools” by Elena Aguilar, Davina Goldwasser, and Kristina Tank-Crestetto in *Educational Leadership*, 69(2), 70–73.