

**Leadership Rubric (7-8-00)**  
**Department of Educational Leadership and Policy Studies**

**Leadership:** The ability to balance the forces of stability and change in order to maximize human and collective organizational performance; knowing when and how to apply techniques, technologies, and strategies that promote required or desired change; using periods of equilibrium for the organization to engage in reflective periods of self-appraisal and reflection; knowledge of and ability to engage in rational leadership activities such as planning, evaluation, implementation, and assessment regarding results.

<b>Levels of Achievement</b>				
<b>Criteria</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Marginal</b>	<b>Unacceptable</b>
Balance: Fostering actions toward achievement of vision, mission, and goals	Analyzes a hypothetical situation in which the elements and interactions of vision, mission and goals can be maximized and lead to an inclusive action plan or agenda which is clear, easily translated into work tasks, and evaluated when completed.	Understands and, with minor difficulty, analyzes a hypothetical situation of the exhibiting the inter-relatedness among vision, mission and goals and plan development.	Has some knowledge about the process of analysis and the inter-relatedness of vision, mission and goals. Is unable to translate this relationship into planning, work and evaluative agenda.	Is not able to analyze a hypothetical situation or exhibit an understanding of the interactive nature between vision, mission, and goals or translate them into a coherent action plan or agenda.
Balance: Facilitating group process	Leads and empowers group members towards consensual solutions which maximize members' commitment to and satisfaction with agreed upon responses within a specified time limit, e.g., 30 minutes.	Is hesitant but able to lead and empower group members in consensual solutions resulting in group satisfaction with agreed responses within a specific time, e.g., 30 minutes.	Requires significant assistance in leading and empowering group members in consensual solutions resulting in group satisfaction with agreed responses after an extended time period.	Is not able to lead or empower a group to develop a consensus which results in the members' commitment/satisfaction regarding their responses within a specified time limit, e.g. 30 minutes, even if extended

<b>Criteria</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Marginal</b>	<b>Unacceptable</b>
Balance: Utilizing situational, contextual and cultural aspects of organizations effectively	Is able to identify the situational, contextual, and cultural aspects of an organization which are necessary to attain balance and that will lead to improvement in productivity of the individuals and the sub-group and organization.	Has some understanding of the situational, contextual and cultural aspects of an organization relative to balance and improved productivity of individuals and organizations.	Has difficulty understanding and identifying the situational, contextual and cultural aspects of an organization relative to balance and improved productivity of individuals and organizations.	Is not able to identify or relate any specific organizational context, culture, or situationally unique aspects of organizational balance in any setting. Is not able to identify the contrasting settings or conditions within settings involving stability between chaos and equilibrium.
Change: Understanding change models, processes, and impacts	Articulates and distinguishes the benefits and limitations of change models, processes, and impacts, as well as, the ability to stimulate potential benefits to enhance educational practice and outcomes.	Articulates and distinguishes the benefits and limitations of change models, processes and impacts. Has some difficulty in relating the potential benefits to educational practice and outcomes.	Is limited in ability to articulate and distinguish the benefits and limitations of change models, processes and impacts. Has limited understanding and inability to stimulate the potential benefits that enhance educational practice and outcomes.	Is not able to interpret the benefits and limitations of change models, processes, and impacts.
Change: Understanding the impact of change	Is able to analyze and articulate the impact of change within and outside an organizational system.	With limitations, is able to analyze and articulate the impact of change within and outside of an organizational system.	Has limited understanding and difficulty analyzing and explaining the impact of change within and outside of an organizational system.	Is not able to explain the impact of change, nor articulate the impact of change within and outside an organizational system.

<b>Criteria</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Marginal</b>	<b>Unacceptable</b>
Change: Understanding the dynamics of change and its impact on the human condition	Is able to make informed choices, and synthesize the potential gains and limitations of the dynamics of change and its impact on human conditions and performance.	Is generally able to make informed choices and synthesize the potential gains and limitations of the dynamics of change and its impact on human conditions and performance.	Has difficulty in making informed choices and synthesizing the potential gains and limits of the dynamics of change and its impact on human conditions and performance.	Is not able to make informed choices, nor compare and contrast the potential gains and limitations of the dynamics of change and its impact on human conditions and performances.
Stability: Understanding the balance between chaos and equilibrium	Is able to distinguish work settings that are balanced between chaos and equilibrium from those that are not. Can write prescriptions or recommendations in which either chaotic or at risk settings can be re-balanced, leading to improved human productivity and satisfaction.	Is generally able to identify the concept of organizational balance in a work setting. Is able to analyze and identify the contrasting settings or conditions involving rebalancing and improved human productivity.	Has little understanding and some difficulty demonstrating the concept of organizational balance in work settings. Has difficulty identifying the contrasting settings or conditions within settings involving stability between chaos and equilibrium.	Is not able to demonstrate an understanding of the concept of organizational balance in work settings. Is not able to identify the contrasting settings or conditions within setting involving stability between chaos and equilibrium.

<b>Criteria</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Marginal</b>	<b>Unacceptable</b>
Stability: Applying traditional management practices	Is able to explain how the management of practices of planning, influencing, and organizing must be implemented and fused to attain the stated purposes of the organization via the goals, missions, and vision activities and statements to create and maintain organizational stability.	Is generally able to explain the relationship of traditional management practices (planning, influencing, organizing and implementation) to the achievement of stated purposes of the organization via the goals, mission and vision activities of organizational stability.	Has some understanding but exhibits significant difficulty in explaining how stipulated goals, missions, visions and purposes can be developed and interrelated in the traditional management practices.	Is not able to demonstrate verbally or visually how stipulated goals, missions or visions and purposes can be developed and interrelated in the traditional management practice of planning, influencing ,and organizing.