

Oregon Educational Leader/Administrator Rubric

The Oregon Educational Leadership/Administrator Rubric was developed by the Oregon Department of Education (ODE) in partnership with the Northwest Regional Comprehensive Center (NWRCC) and draws from rubrics created by the Council of Chief State School Officers (CCSSO), the Kansas Department of Education, and others. This rubric uses the Oregon Educational Leadership/Administrator standards as its foundation, and is aligned to the requirements in the *Oregon Framework*. It is provided as one example that districts may choose to adopt for inclusion in their Educator Evaluation and Support System.

Oregon's evaluation framework uses a rating scale based on four performance levels: Level 1 (lowest) to Level 4 (highest). All district evaluation systems must include rubrics that use the four levels of performance identified in the Framework. Districts have the flexibility to name the levels, for example ineffective, emerging, effective, and highly effective. Regardless of the terms used, they must be aligned to the [performance levels described in the Framework](#).

- **Level 1** - Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice
- **Level 2** - Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan
- **Level 3** - Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning. This level represents a “proficient” leader.
- **Level 4** - Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities

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Standard #1: Visionary Leadership

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders.

Indicator	Level 1	Level 2	Level 3	Level 4
a) Collaboratively develop and implement a shared vision and mission;	<p>Produces a generic or vague vision and mission, minimally aligned to the district vision. The educational leader involves few or no stakeholders. Collaboration, if present, is procedural or superficial.</p> <p>Develops a minimal or generic plan for communicating and implementing the vision and trivial, generic, or inappropriate strategies for sharing and encouraging support of the vision by the school community.</p>	<p>Produces a partial or incomplete vision and mission partially aligned to the district vision, acquire limited knowledge of the school community by involving some stakeholders, and collaborate during parts of the process.</p> <p>Develops a limited plan for communicating and implementing the vision, and limited strategies for sharing and encouraging support of the vision by the school community. Ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the school is incomplete or nonexistent.</p>	<p>Develops a vision and mission that is aligned to the district vision, acquire adequate knowledge of the school community by involving stakeholders, and collaborate throughout most of the process.</p> <p>Develops an appropriate plan for communicating and implementing the vision and for sharing and encouraging support of the vision by the school community. Ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the school.</p>	<p>Clearly defines vision and mission, closely aligns to the district vision, acquires extensive knowledge of the school community by involving key stakeholders, and collaborated throughout the process.</p> <p>Develops a comprehensive plan for communicating and implementing the vision and for sharing and encouraging support of the vision by the school community. Well-defined and consistent processes to ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the school were apparent.</p>
b) Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning;	<p>Rarely uses information/data from multiple sources to identify goals and assess organizational effectiveness.</p> <p>Rarely disseminates or updates data for stakeholder groups (students, staff, parents, district administrators, board of education, etc.) or disseminated inaccurate or incomplete data to stakeholders.</p>	<p>Occasionally uses information/data from multiple sources to identify goals and assesses organizational effectiveness.</p> <p>Occasionally disseminates and updates appropriate data to some stakeholder groups (students, staff, parents, district administrators, board of education, etc.) to promote organizational learning.</p>	<p>Routinely uses information/data from multiple, yet similar, sources to identify goals and assess organizational effectiveness.</p> <p>Regularly analyzes, interprets, disseminates, and updates appropriate data for a variety of stakeholder groups (students, staff, parents, district administrators, board of education, etc.) to promote</p>	<p>Consistently uses information/data from multiple and varied sources to identify goals and assess organizational effectiveness.</p> <p>Systematically analyzes, interprets, and utilizes multiple modalities to disseminate and update appropriate data for a variety of stakeholder groups (students, staff, parents, district administrators, board</p>

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			organizational learning.	of education, etc.) to promote organizational learning.
c) Create and implement plans to achieve goals;	Rarely sets interim and long-term goals for improvement of students' academic achievement, social acuity, and/or equity. Develop the alone or with a small group of people with no plan for reviewing data and making adjustments as needed to achieve goals.	Occasionally sets long-term goals for improvement, create an improvement plan collaboratively with a few people, and occasionally monitor the implementation through data collection and analysis.	Sets interim and long-term goals for improvement; creates an improvement plan collaboratively with a diverse team of stakeholders, and practice regular monitoring of the implementation through data collection and analysis.	Systematically sets interim and long-term goals for improvement, creates an improvement plan that includes plans to address barriers to positive change collaboratively with a diverse team of stakeholders, and practiced frequent monitoring of the implementation through data collection and analysis.
d) Promote continuous and sustainable improvement; and	Rarely communicates to stakeholders in ways that will promote continuous improvement. The initiatives put in place have little chance to continue due to lack of buy-in, changes in leadership, lack of resources, or other missing components.	Promotes continuous improvement through occasional communication with some stakeholders. The major initiatives put in place do not yet have a path to sustainability; however, some components of sustainability (e.g., resources, leadership buy-in) may be in place.	Promotes continuous improvement through communication to a variety of stakeholders. Some initiatives put in place are well on the way to being fully institutionalized; however, there are still some components that need to be put into place to ensure sustainability.	Promotes continuous improvement through communication in a variety of formats and to a wide variety of stakeholders. The major initiatives put in place are fully institutionalized within the system, and the focus is on ongoing sustainability and innovation in implementation.
e) Monitor and evaluate progress and revise plans.	Practices little or no monitoring of interim and long term improvements plans through data collection and analysis. No adjustments will be made when needed; or uninformed, inappropriate adjustments will not be made.	Practices limited or periodic monitoring of interim and long term improvement plans through data collection and analysis, making limited or trivial adjustments.	Practices regular monitoring of interim and long term improvement plans through data collection and analysis, making adjustments as needed. The monitoring may not be as frequent as needed.	Practices comprehensive, ongoing monitoring of interim and long term improvement plans through data collection and analysis, making adjustments as needed.

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Standard #2: Instructional Improvement				
An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth.				
Indicator	Level 1	Level 2	Level 3	Level 4
a) Nurture and sustain a culture of collaboration, trust, learning, and high expectations;	<p>Rarely analyzes, interprets, and utilizes data to make decisions that positively impact the school culture and high expectations for learning.</p> <p>Rarely plans and implements processes and procedures that create a culture in which stakeholders take responsibility for planning or implementing an effective instructional program.</p>	<p>Occasionally analyzes, interprets, and utilizes data to make decisions that positively impact the school culture and high expectations for learning.</p> <p>Occasionally plans and implements processes and procedures that create a culture in which some stakeholders take responsibility for and share in planning, shaping, and implementing an effective instructional program.</p>	<p>Regularly analyzes, interprets, and uses multiple sources of data to make decisions that will positively impact the school culture and high expectations for learning.</p> <p>Regularly plans and implements processes and procedures that creates a culture in which many stakeholders take responsibility for and share in planning, shaping, implementing, and sustaining an effective instructional program.</p>	<p>Comprehensively analyzes, interprets, and uses multiple and varied sources of data to inform decisions that will positively impact the school culture and high expectations for learning.</p> <p>Systematically plans and implements processes and procedures that created a culture in which multiple stakeholders take responsibility for and share in planning, shaping, implementing, and sustaining an effective instructional program.</p>
b) Creates a comprehensive, rigorous and coherent curricular program;	Provides district and school instructional guidelines (standards, curriculum, pacing guides, etc.), that were available to teachers.	Provides district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were usually comprehensive, rigorous and coherent. These were available to teachers and students.	Provides district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were comprehensive, rigorous and coherent. These are available and clearly communicated to teachers and students.	Provides district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were comprehensive, rigorous and coherent. These were available and specifically communicated to teachers, students, and other stakeholders.
c) Creates a personalized and motivating learning environment for students;	<p>Utilizes little or no student data to inform instructional decisions, differentiates instruction, or determines instructional interventions for students.</p> <p>Offers little or no variety of intracurricular and extracurricular activities or the</p>	<p>Occasionally reviews student data and uses it in a limited or superficial manner to inform instructional decisions, differentiate instruction, or provide instructional interventions based on student learning results.</p> <p>Offers a limited variety of</p>	<p>Informs instructional decisions, differentiates instruction, and/or provides appropriate instructional interventions based on student learning results and/or other student needs.</p> <p>Offers an adequate variety of intracurricular and</p>	<p>Systematically reviews student data and consistently and effectively used it to inform instructional decisions, differentiate instruction, and provide appropriate instructional interventions based on student learning results and other student needs.</p>

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	activities/clubs provided met the needs of few students.	intracurricular and extracurricular activities to meet the needs and interests of some of the student population based on a limited analysis of student data.	extracurricular activities to meet the needs and interests of many of the student population based on an adequate analysis of student data.	Offers a wide variety of intracurricular and extracurricular activities to meet the diverse needs and interests of most of the student population based on analysis of student achievement and performance data, student interest surveys, counseling records, etc.
d) Supervise and support instruction;	Provides little or no monitoring of the use of school and district instructional guidelines to inform the instructional program, or there was evidence that the instructional program was only minimally aligned with the established guidelines.	Establishes a process for monitoring the use of school and district instructional guidelines. Uses only occasionally, on a limited basis, or only across some classrooms.	Establishes an appropriate process for monitoring the implementation of school and district instructional guidelines. Articulates and used by the educational leader across all classrooms to support effective instruction.	Establishes a systematic process for monitoring the implementation of school and district instructional guidelines. Feedback is clearly articulated and used consistently by the educational leader across all classrooms to support effective instruction.
e) Develop assessment and accountability systems to monitor student progress;	Utilizes little or no student data to monitor student progress and provides teachers and other stakeholders little or no access to data (as the law allows), access to a minimal amount of data, or receipt of data upon request only. Provides minimal time or support/guidance for teachers to collaboratively review and analyze data and to identify and address the instructional implications for individuals	Occasionally reviews data, used it in a limited or superficial manner to monitor student progress, and provides teachers and other stakeholders periodic and limited access to data from multiple and varied sources, as the law allows. Provides periodic time and/or a limited amount of support/guidance for teachers to collaboratively review and analyze a variety of data and to identify the instructional	Reviews data, uses it to monitor student progress, and provides teachers and other stakeholders regular and appropriate access to data from multiple and varied sources, as the law allows. Provides regular time and adequate support/ guidance for teachers and other support staff to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of	Systematically reviews data, consistently and effectively used it to monitor student progress, and provides teachers and other stakeholders comprehensive access to data from multiple and varied sources (as the law allows). Each group was encouraged to contribute additional relevant data. Provides dedicated, scheduled time and comprehensive support/guidance for teachers

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	and groups of students.	implications for individuals or groups of students.	students.	and other support staff to collaboratively review and analyze a variety of data and to identify and address the instructional implications for individuals and groups of students.
f) Develop the instructional and leadership capacity of staff;	Attempts to establish a culture of distributed leadership within the school, district, and community. The educational leader has minimal expectations for staff to take a role in decision making and serve in leadership roles. There is little or no evidence of capacity building related to distributed leadership.	Begins to establish a culture of distributed leadership within the school, district, and community or sustain the established culture with mixed results. The educational leader has limited expectations for staff to take a role in decision making and serve in leadership roles according to their areas of expertise. Capacity building related to distributed leadership was limited to only a few staff and/or stakeholders.	Establishes a culture of distributed leadership within the school, district, and community. The educational leader has expectations for staff to take a role in decision making and serve in leadership roles according to their areas of expertise but may have had uneven results. Appropriate capacity building related to distributed leadership was established, and opportunities for shared leadership with staff and other stakeholders were routinely provided.	Establishes and sustains a culture of distributed leadership within the school, district, and community. The educational leader had expectations for all staff to take an active role in decision making and serve in leadership roles according to their areas of expertise. Extensive capacity building related to distributed leadership was established, and there were consistent, multiple and substantial opportunities for shared leadership with staff and other stakeholders.
g) Maximize time spent on quality instruction;	Focuses teacher and organization time to support quality instruction and student learning, allowing interruptions during the school day to disrupt instructional time.	Makes efforts to eliminate interruptions during the school day and adjusts the master schedule to encourage collaboration time for teachers.	Minimizes interruptions during the school day, adjusts the master schedule to provide some collaboration time for all teachers, and monitors students' time on task in classrooms.	Manages time in ways that assure teaching and learning are the school's top priority. This included implementing procedures that prohibit unnecessary interruptions during the school day, providing sufficient time in the master schedule for collaboration time for all teachers, and monitoring students' time on task in classrooms as well as teacher

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				use of collaborative time.
h) Promote the use of the most effective and appropriate technologies to support teaching and learning; and	Is aware of few or none of the effective and appropriate technologies that support teaching and learning and did not support funding for these tools.	Is aware of many of the most effective and appropriate technologies that support teaching and learning and responds to requests for their purchase/use in some classrooms.	Is aware of many of the most effective and appropriate technologies that support teaching and learning, funded purchase of these tools when possible, and promotes their use in many classrooms.	Is aware of many of the most effective and appropriate technologies that support teaching and learning, sought after and acquired funding for the purchase of these tools, provided professional development to give teachers the skills needed to implement the tools effectively, and promotes their use in all classrooms.
i) Monitor and evaluate the impact of instruction.	Reviews individual student, classroom, and/or school data in order to monitor and evaluate the impact of instruction. Minimal time or support/guidance is provided for teachers to collaboratively review and analyze data and to identify and address the instructional implications for individuals and groups of students.	Reviews school data and does not use classroom and individual student data to monitor and evaluate the impact of instruction. Periodic time and/or a limited amount of support/guidance provided for teachers to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of students.	Regularly reviews individual student, classroom, and school data to monitor and evaluate the impact of instruction. Regularly schedules time and adequate support/guidance provides for teachers and other support staff to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of students.	Consistently and systematically reviews individual student, classroom, and school data to monitor and evaluate the impact of instruction. Dedicates, scheduled time and comprehensive support/guidance was provided for teachers and other support staff to collaboratively reviews and analyze a variety of data and to identify and address the instructional implications for individuals and groups of students.

Standard #3: Effective Management				
An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.				
Indicator	Level 1	Level 2	Level 3	Level 4
a) Monitor and evaluate the management and operational	Rarely monitors routines, processes, and procedures	Occasionally monitors routines, processes, and	Regularly monitors routines, processes, and procedures	Systematically monitors routines, processes, and

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systems;	and rarely collects and analyzes data in order to gauge their effectiveness and to identify and plan for areas of improvement.	procedures and periodically collects and analyzes a variety of data in order to gauge their effectiveness and to identify and plan for areas of improvement.	and regularly collects and analyzes a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.	procedures and regularly collects and analyzes a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.
b) Obtain, allocate, align, and efficiently use human, fiscal, and technological resources;	Limits awareness of school, district, and external resources (human, fiscal, and technological) and rarely obtains, allocates, or aligns those resources to district and school goals. Develops, implements, or modified school budgets.	Is aware of a variety of school, district, and external resources (human, fiscal, and technological) and occasionally obtains, allocates, and aligns those resources to district and school goals. Occasionally develops, implements, and modifies school budgets that were somewhat aligns with school and district priorities.	Is aware of a variety of school, district, and external resources (human, fiscal, and technological) and regularly obtains, allocates, and aligns school and district resources to district and school goals in order to create a safe and efficient learning environment for all students and staff. Regularly develops, implements, and modifies school budgets that were usually aligns with school and district priorities.	Is aware of a variety of school, district, and external resources (human, fiscal, and technological) and systematically obtains, allocated, and aligned those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff. Systematically develops, implemented, and modifies school budgets that were consistently aligned with school and district priorities.
c) Promote and protect the welfare and safety of students and staff;	Considers the physical safety of students and staff maintains and/or implements a current school safety plan, or the plan in place ensures physical safety of students and staff.	Maintains and implements a school safety plan that was monitors on a regular basis. Problems are confronted and resolved in a timely manner. An emergency operations plan is reviewed by appropriate external officials and posted in classrooms, meeting areas, and office settings. Strives to provide appropriate emotional support to staff and	Implements a school safety plan that is based upon open communication systems and is effective and responsive to new threats and changing circumstances. The leader proactively monitors and adjusts the plan in consultation with staff, students, and outside experts. Assumes responsibility for the social, emotional, and intellectual safety of all staff	Is proficient AND serves as a resource for others in leadership roles beyond the school that were developing and implementing comprehensive physical safety systems to include prevention, intervention, crisis response, and recovery. Proficient AND makes social, emotional, and intellectual safety a top priority for staff and students. The leader

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Standard #3: Effective Management				
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		students. Policies clearly define acceptable behavior and demonstrate acceptance for diversity of ideas and opinions.	and students; supports the development, implementation, and monitoring of plans, systems, curricula, and programs that provide resources to support social, emotional, and intellectual safety; and reinforces protective factors that reduce risk for all students and staff.	ensures that students and staff are trained and empowered to improve and sustain a culture of social, emotional, and intellectual safety.
d) Develop the capacity for adaptive leadership; and	Practices little or no monitoring of the implementation of the school improvement plan through data collection and analysis.	Practices limited or periodic monitoring of the implementation of the school improvement plan through data collection and analysis, making Limited or trivial adjustments as needed.	Practices regular reflection on and monitoring of the implementation of the school improvement plan through data collection and analysis, making Adjustments as needed.	Practices regular reflection on and comprehensive, ongoing monitoring of the implementation of the school improvement plan through data collection and analysis, making adjustments as needed.
e) Ensure teacher and organizational time is focused to support quality instruction and student learning.	Involves little or no staff in the decisions about professional learning, including leading it. Limited time provided for staff collaboration and professional learning.	Involved staff in limited engagement when selecting and/or designing professional learning opportunities, and staff are sometimes involved with delivering professional learning. Professional learning focuses to support quality instruction and student learning but only limited time is provided and protected for staff collaboration and professional learning.	Appropriately engages staff in selecting and/or designing professional learning opportunities, and staff is regularly involved with delivering professional learning. Professional learning focusses to support quality instruction and student learning, and adequate time is provided and protected for staff collaboration.	Actively engages staff in selecting and designing professional learning opportunities, and staff were frequently involved with delivering professional learning. Professional learning was focused to support quality instruction and student learning, and extensive time was provides and protected for staff collaboration and professional learning.

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Standard #4: Inclusive Practice

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence and to promote communication among diverse groups.

Indicator	Level 1	Level 2	Level 3	Level 4
a) Collect and analyze data pertinent to equitable outcomes;	<p>Develops a school improvement plan in isolation or with minimal collaboration using little data. The plan is not focused on equitable outcomes and minimally meets or does not meet district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.</p> <p>Practices little or no collection and analysis of data to measure progress toward the goals in the school improvement plan.</p>	<p>Develops a school improvement plan with limited collaboration with others, using limited or partially appropriate data from multiple sources. The plan mentions equitable outcomes and partially or tangentially meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.</p> <p>Practices limited or periodic collection and analysis of data to measure progress toward the goals in the school improvement plan.</p>	<p>Develops a school improvement plan collaboratively with others using data from multiple, yet similar, sources. The plan is focused on equitable outcomes and meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.</p> <p>Regularly collects and analyzes data to measure progress toward the goals in the school improvement plan.</p>	<p>Develops a school improvement plan collaboratively with others using data from multiple and varied sources. The plan is focused on equitable outcomes and meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.</p> <p>Practices frequent, ongoing collection and analysis of data to measure progress toward the goals in the school improvement plan.</p>
b) Understand and integrate the community's diverse cultural, social, and intellectual resources;	<p>Implements minimal plans for building and sustaining relationships with members of the school community (staff, students, families, and community partners) in order to understand and integrate the community's diverse cultural, social, and intellectual resources and to communicate and implement the school's vision.</p> <p>Systems and procedures were put in place for monitoring, evaluating, and maintaining existing community relationships and</p>	<p>Implements limited or basic plans for building and sustaining relationships with members of the school community (staff, students, families, and community partners) in order to understand and integrate the community's diverse cultural, social, and intellectual resources and to communicate and implement the school's vision.</p> <p>Systems and procedures were put in place for monitoring, evaluating, and maintaining existing</p>	<p>Develops and implements adequate plans for building and sustaining relationships with all members of the school community (staff, students, families, and community partners) in order to understand and integrate the community's diverse cultural, social, and intellectual resources and to more regularly communicate and implement the school's vision.</p> <p>Systems and procedures were put in place for monitoring, evaluating, and</p>	<p>Develops and implements comprehensive plans for building and sustaining relationships with all members of the school community (staff, students, families, and community partners) in order to understand and integrate the community's diverse cultural, social, and intellectual resources and to more extensively communicate and implements the school's vision.</p> <p>Comprehensive systems and procedures were put in place</p>

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Indicator	Level 1	Level 2	Level 3	Level 4
	for identifying and establishing new ones that support school and district goals.	community relationships and for identifying and establishing new ones that support school and district goals.	maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.	for monitoring, evaluating, and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.
c) Build and sustain positive relationships with families and caregivers; and	<p>Initiates or responds to few opportunities for school-family/caregiver collaborations and partnerships in order to build positive relationships with families and caregivers.</p> <p>Systems and procedures were put in place for monitoring, evaluating, and sustaining positive relationships with families and caregivers.</p>	<p>Initiates and responds to some opportunities for school-family/caregiver collaborations and partnerships in order to build positive relationships with families and caregivers.</p> <p>Systems and procedures were put in place for monitoring, evaluating, and sustaining positive relationships with families and caregivers.</p>	<p>The evidence indicates that the school leader initiated and responded to many opportunities for school-family/caregiver collaborations and partnerships in order to build positive relationships with families and caregivers.</p> <p>Systems and procedures were put in place for monitoring, evaluating, and sustaining positive relationships with families and caregivers.</p>	<p>Initiates and responds to multiple and varied opportunities for school-family/caregiver collaborations and partnerships and built positive relationships with families and caregivers.</p> <p>Comprehensive systems and procedures were put in place for monitoring, evaluating, and sustaining positive relationships with families and caregivers.</p>
d) Build and sustain productive relationships with community partners.	<p>Initiates and responds to few opportunities for school-community collaborations and partnerships. Systems and procedures put in place for monitoring, evaluating, and sustaining existing community relationships and for identifying and establishing new ones that support school and district goals.</p>	<p>Initiates and responds to some opportunities for school-community collaborations and partnerships. Systems and procedures put in place for monitoring, evaluating, and sustaining existing community relationships and for identifying and establishing new ones that support school and district goals.</p>	<p>Initiates and responds to many opportunities for school-community collaborations and partnerships. Systems and procedures put in place for monitoring, evaluating, and sustaining existing community relationships and for identifying and establishing new ones that support school and district goals.</p>	<p>Initiates and responds to multiple and varied opportunities for school-community collaborations and partnerships. Comprehensive systems and procedures were put in place for monitoring, evaluating, and sustaining existing community relationships and for identifying and establishing new ones that support school and district goals.</p>

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				and district goals.

Standard #5: Ethical Leadership

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Indicator	Level 1	Level 2	Level 3	Level 4
a) Ensure a system of accountability for every student's academic and social success;	Utilizes little or no student data to inform instructional decisions, differentiate instruction, determine instructional interventions for students, or to inform decisions about improving staff effectiveness and leadership for student growth.	Occasionally reviews data and uses it in a limited or superficial manner to inform instructional decisions, differentiate instruction, or provides instructional interventions based on student learning results and to inform decisions about improving staff effectiveness and leadership for each student's academic and social success.	Develops and communicates a system of accountability for the academic and social success of every student. The system includes a regular review of data that is used to inform instructional decisions, differentiate instruction, and/or provide appropriate instructional interventions based on student learning results. It is also used to inform decisions about improving staff effectiveness and leadership for student growth, both academically and socially.	Develops and communicates a system of accountability for the academic and social success of every student. The system includes a systematic review of data that is consistently and effectively used to inform instructional decisions, differentiate instruction, provide appropriate instructional interventions based on student learning results, and other student needs. It is also used to inform decisions about improving staff effectiveness and leadership for student growth, both academically and socially.
b) Model principles of self-awareness, reflective practice, transparency, and ethical behavior;	Models ethical behavior and/or transparency and rarely engages educators in reflective dialogue.	Models ethical behavior and transparency, models reflective practice and self-awareness, and engages educators in reflective dialogue.	Models ethical behavior and transparency, practices reflective practice and self-awareness, and engages some educators in the school in ongoing reflective dialogue.	Consistently models ethical behavior and transparency, wove reflective practice and self-awareness into the culture and codes of the school, and modeled and provided a supportive environment for engaging all educators in the school in

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Standard #5: Ethical Leadership				
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				ongoing reflective dialogue.
c) Safeguard the values of democracy, equity and diversity;	Collects and analyzes data in order to gain knowledge of the diverse school community, its needs, and resources.	Collects and analyzes data that is varied and from multiple sources in order to gain basic knowledge of the diverse school community and its needs and resources and uses the analysis to encourage the values of democracy, equity, and/or diversity.	Collects and analyzes data that is varied and from multiple sources in order to gain adequate knowledge of the diverse school community and its needs and resources and used this analysis to safeguard the values of democracy, equity, and diversity.	Systematically collects and analyzes data that was varied and from multiple sources in order to gain extensive knowledge of the diverse school community and its needs and resources and used this analysis to continually safeguard the values of democracy, equity, and diversity.
d) Evaluate the potential ethical and legal consequences of decision-making; and	Makes use of potential ethical and legal consequences as part of the decision making process in the school.	Evaluates the potential ethical and legal consequences of decisions made at administrative and classroom levels in the school.	Evaluates the potential ethical and legal consequences of decisions made at administrative and classroom levels in the school.	Consistently evaluates the potential ethical and legal consequences of decisions made at administrative classroom levels in the school.
e) Promote social justice and ensure that individual student needs inform all aspects of schooling.	<p>Is aware of few of the school and/or district-provided student support personnel, resources, and services (e.g., counselors, nurses, social workers, support groups, etc.) and external community-based, volunteer and family services and made minimal use of these resources to promote social justice and to meet the mental, physical, and emotional needs of the student population.</p> <p>Maintains a system, or an incomplete or ineffective system put in place, to evaluate the effectiveness of</p>	<p>Is aware of some of the school and/or district-provided student support personnel, resources, and services (e.g., counselors, nurses, social workers, support groups, etc.) and external community-based, volunteer and family services and made limited use of these resources to promote social justice and to meet the mental, physical, and emotional needs of the student population.</p> <p>Maintains a limited or ambiguous system to evaluate the effectiveness of school, district, and external</p>	<p>Is aware of many of the school and/or district-provided student support personnel, resources, and services (e.g., counselors, nurses, social workers, support groups, etc.) and external community-based, volunteer and family services and used these resources to promote social justice and to meet the mental, physical, and emotional needs of the student population.</p> <p>Maintains an appropriate evaluation system, but it is not consistently used to evaluate the effectiveness of</p>	<p>Is aware of a variety of the school and/or district-provides student support personnel, resources, and services (e.g., counselors, nurses, social workers, support groups, etc.) and external community-based, volunteer and family services, maximizing the use of these resources consistently to promote social justice and to meet the mental, physical, and emotional needs of the student population.</p> <p>Maintains a comprehensive system, and it is consistently used to evaluate and provide</p>

Oregon Educational Leader/Administrator Rubric

Standard #5: Ethical Leadership				
An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness, and in an ethical manner.				
Indicator	Level 1	Level 2	Level 3	Level 4
	school, district, and external resources and services in promoting social justice and meeting the needs of the students.	resources and services in promoting social justice and meeting the needs of the students.	school, district, and external resources and services in promoting social justice and meeting the needs of the students.	feedback on the effectiveness of school, district, and external resources and services in promoting social justice and meeting the needs of the students.

Standard #6: Socio-Political Context				
An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.				
Indicator	Level 1	Level 2	Level 3	Level 4
a) Advocate for children, families, and caregivers;	Seeks appropriate provisions to ensure equitable opportunities for success for every student.	Plans for components and changes that could lead to equity or appropriate provisions to ensure opportunities for success for every student.	Advocates for equity and adequacy in providing for students' and families'/ caregivers' educational, physical, emotional, social, cultural, legal, and economic needs to enable every student to meet educational expectations and policy goals.	Advocates for equity and adequacy in providing for students' and families'/ caregivers' educational, physical, emotional, social, cultural, legal, and economic needs while also training others to advocate for equity and appropriate provisions to ensure opportunities for success for every student.
b) Act to influence local, district, state, and national decisions affecting student learning; and	Seeks relationships with stakeholders and policy makers regarding education.	Identifies key leaders among stakeholders and policymakers who can influence local, district, state, and national decisions affecting student learning	Develops relationships with a range of stakeholders and policymakers to identify and influence local, district, state, and national decisions affecting student learning.	Actively develops relationships with and taught others the techniques for developing relationships across a range of individuals to identify and influence local, district, state, and national decisions affecting student learning.
c) Assess, analyzes, and anticipates emerging trends	Keeps up with emerging trends and initiatives.	Is aware of emerging trends and initiatives and how these	Routinely assesses, analyzes, and anticipates	Consistently assesses analyzes, and collaborates

Oregon Educational Leader/Administrator Rubric

Standard #6: Socio-Political Context				
An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.				
Indicator	Level 1	Level 2	Level 3	Level 4
and initiatives in order to adapt leadership strategies.		might impact education.	emerging trends and initiatives in order to adapt leadership strategies.	with other educational leaders to anticipate emerging trends and initiatives in order to adapt leadership strategies.