

EDLDA Evaluation Rubric

	Needs Improvement (0)	Developing (1)	Meets Expectations (2)
Confidence	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates indecisiveness. <input type="checkbox"/> Lacks self-assurance as a leader. <input type="checkbox"/> Demonstrates arrogance. 	<ul style="list-style-type: none"> <input type="checkbox"/> Is sometimes successful in decision making. <input type="checkbox"/> Attempts to lead others and develop loyal, informed followers. <input type="checkbox"/> Occasionally demonstrates the positive psychological states of confidence, high self-esteem, and resilience in themselves and strives to promote equivalent behaviors in others. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates self-assurance as evidenced by decisiveness in decision making. <input type="checkbox"/> Demonstrates the ability to lead others by being supportive in efforts to develop followers who act in the best interest of the school and students. <input type="checkbox"/> Shows consistency between their values, beliefs, and actions by developing the positive psychological states of confidence, high self-esteem, and resilience in themselves and others.
Determination/Perseverance NELP 2.1	<ul style="list-style-type: none"> <input type="checkbox"/> Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily during difficult situations. <input type="checkbox"/> Demonstrates inconsistent commitment and follow through on tasks and responsibilities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates perseverance and resilience (grit) most of the time yet has some difficulty managing unexpected adversity. <input type="checkbox"/> Demonstrates some commitment and consistency by following through on tasks and responsibilities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates persistence (grit) and does not give up easily even when confronted with challenging situations. <input type="checkbox"/> Demonstrates strong commitment and consistent follow through on tasks and responsibilities.
Vision NELP 1.1	<ul style="list-style-type: none"> <input type="checkbox"/> Unable to work with stakeholders to develop and communicate a school vision. <input type="checkbox"/> Unable to see the big picture when making key decisions. <input type="checkbox"/> Does not embed the vision in all decisions. <input type="checkbox"/> Unable to communicate a clear vision openly. 	<ul style="list-style-type: none"> <input type="checkbox"/> Strives to share a vision of what is possible with stakeholders. <input type="checkbox"/> Sometimes has difficulty seeing the big picture when making key decisions. <input type="checkbox"/> Attempts to embed the vision in all decisions, expectations, and daily practice. <input type="checkbox"/> Attempts to communicate a clear vision openly 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaboratively leads, develops, and communicates a school vision that reflects a core set of values and principles. <input type="checkbox"/> Ability to see the big picture when making key decisions. <input type="checkbox"/> Embeds the vision in all decisions, expectations, and daily practice. <input type="checkbox"/> Communicates a clear vision openly with a voice characterized by purpose.
Driven to Learn NELP 2.1	<ul style="list-style-type: none"> <input type="checkbox"/> Does not accept constructive feedback for continuous improvement of professional behaviors. <input type="checkbox"/> Demonstrates little to no evidence of life-long learning for self and others. <input type="checkbox"/> Demonstrates little to no reflection on learning and professional practice. 	<ul style="list-style-type: none"> <input type="checkbox"/> Occasionally accepts constructive feedback for continuous improvement of professional behaviors. <input type="checkbox"/> Demonstrates some evidence of life-long learning for self and others <input type="checkbox"/> Sometimes reflects on learning and professional practice. 	<ul style="list-style-type: none"> <input type="checkbox"/> Accepts constructive feedback for continuous improvement of professional behaviors. <input type="checkbox"/> Proactively demonstrates life-long learning for self and others <input type="checkbox"/> Consistently reflects on learning and professional practice.

	Needs Improvement (0)	Developing (1)	Meets Expectations (2)
Conflict Resolution NELP 2.1, 2.2, 2.3	<ul style="list-style-type: none"> <input type="checkbox"/> Avoids difficult conversations by appearing to feel fearful of conflict or expecting a bad outcome. <input type="checkbox"/> Does not resolve conflict or does so in a destructive manner resulting in lose-lose solutions that are demoralizing or humiliating. <input type="checkbox"/> Reluctant to listen or take into consideration each person's/group's point of view before acting or offering a resolution. 	<ul style="list-style-type: none"> <input type="checkbox"/> Willing to have difficult conversations but not always successful. <input type="checkbox"/> Sometimes resolves conflict resulting in win-lose solutions. <input type="checkbox"/> Attempts to listen before acting or offering a resolution. 	<ul style="list-style-type: none"> <input type="checkbox"/> Effectively has difficult conversations demonstrating the idea that dealing with conflict directly is the best thing for both sides. <input type="checkbox"/> Proactively resolves disagreements with a calm, non-defensive, and respectful reaction and identifies win-win solutions in a timely manner. <input type="checkbox"/> Respectfully listens to understand conflict and each person's/group's point of view before acting or offering a resolution.
Embraces Diversity and Equity NELP 3.1, 3.3, 5.1	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates behaviors that hinder an inclusive school culture as evidenced by a lack of acceptance of others. <input type="checkbox"/> Does not have a clear understanding about culture and race as evidenced by a disregard for the diverse needs, interests, and strengths of students, staff, and the larger community. <input type="checkbox"/> Lacks cultural responsiveness as evidenced by missed opportunities to respond to the cultural and diverse needs of others. 	<ul style="list-style-type: none"> <input type="checkbox"/> Attempts to promote an inclusive school culture with little to no partiality towards others. <input type="checkbox"/> Demonstrates some gaps in understanding about culture and race and the importance in embracing the diverse needs, interests, and strengths of students, staff, and the larger community. <input type="checkbox"/> Has an awareness of cultural responsiveness and attempts to support others in being culturally responsive. 	<ul style="list-style-type: none"> <input type="checkbox"/> Promotes a climate that makes the school welcoming, inclusive, and accepting of all students by treating others fairly and by not showing partiality to any persons or groups. <input type="checkbox"/> Demonstrates critical consciousness of culture and race by embracing the diverse needs, interests, and strengths of all students, staff, and the larger community. <input type="checkbox"/> Demonstrates cultural responsiveness and promotes such responsiveness among the school at large.
Relationship Skills NELP 2.3, 5.1, 5.2, 5.3	<ul style="list-style-type: none"> <input type="checkbox"/> Fails to create positive and professional relationships with faculty, staff, and students. <input type="checkbox"/> Does not demonstrate a commitment towards building positive relationships with community stakeholders. <input type="checkbox"/> Demonstrates little to no effort in creating a respectful climate among faculty, staff, and students as noted by insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness. <input type="checkbox"/> Attempts to model ethical behaviors yet fails to build positive relationships with others. 	<ul style="list-style-type: none"> <input type="checkbox"/> Attempts to create positive and professional relationships with faculty, staff, and students. <input type="checkbox"/> Dedication towards building positive relationship with community stakeholders is inconsistent. <input type="checkbox"/> Makes efforts to create a respectful climate among faculty, staff, and students by demonstrating sensitivity to feelings of others most of the time. <input type="checkbox"/> Is ethical in manner and makes attempts to build positive relationships with stakeholders but is not always successful. 	<ul style="list-style-type: none"> <input type="checkbox"/> Possesses an ability to create positive and professional relationships with faculty, staff, and students by supporting others within and outside of their presence. <input type="checkbox"/> Demonstrates dedication towards collaboratively building positive relationships with community stakeholders for the benefit of school improvement and P-12 student growth. <input type="checkbox"/> Creates a climate of respect and rapport among faculty, staff, and students by demonstrating sensitivity to feelings of others at all times. <input type="checkbox"/> Conducts self in an ethical manner and conducts relationships in a way that cultivates ethical actions in others.

	Needs Improvement (0)	Developing (1)	Meets Expectations (2)
High Expectations for All	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates little to no commitment to high expectations, high quality instruction, and collective accountability. <input type="checkbox"/> Does not attempt to inspire others to accomplish challenging work. <input type="checkbox"/> Rarely demonstrates personal accountability for one's self as evidenced by modeling behaviors of high expectations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates some commitment to high expectations, high quality instruction, and collective accountability. <input type="checkbox"/> Attempts to inspire others to accomplish challenging work. <input type="checkbox"/> Occasionally demonstrates personal accountability for one's self as evidenced by modeling behaviors of high expectations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Committed to high expectations, high quality instruction, and collective accountability. <input type="checkbox"/> Inspires others to accomplish challenging work. <input type="checkbox"/> Demonstrates personal accountability for one's self as evidenced by modeling behaviors of high expectations.
Positive Attitude	<ul style="list-style-type: none"> <input type="checkbox"/> Does not serve as an advocate and spokesperson for all stakeholders. <input type="checkbox"/> Does not demonstrate a growth mindset towards challenging tasks. <input type="checkbox"/> Does not respond in a positive or constructive manner to a variety of situations. <input type="checkbox"/> Lacks the ability to remain positive in dealing with others and their feelings as evidenced by appearing to be impatient or aggravated by the situation at hand. 	<ul style="list-style-type: none"> <input type="checkbox"/> Attempts to be an advocate and spokesperson for the school to all stakeholders. <input type="checkbox"/> Occasionally demonstrates a growth mindset towards challenging tasks. <input type="checkbox"/> Sometimes anticipates and responds in a positive or constructive manner. <input type="checkbox"/> Tries to remain positive in dealing with others and their feelings but sometimes is challenged to effectively handle delicate situations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Is an advocate and spokesperson for the school to all stakeholders. <input type="checkbox"/> Demonstrates a growth mindset towards challenging tasks. <input type="checkbox"/> Anticipates and responds in a positive or constructive manner at all times. <input type="checkbox"/> Displays a sense of what is appropriate and considerate in dealing with others as evidenced by being thoughtful of others' feelings and skilled at handling difficult and delicate situations.
Effective Communication NELP 5.3	<ul style="list-style-type: none"> <input type="checkbox"/> Lacks open, honest, and purposeful communication and at times loses composure. <input type="checkbox"/> Does not create open communication with others that includes multiple forms of communication (e.g., oral, written, digital). <input type="checkbox"/> Lacks the ability to articulate a clear point of view in an accurate and concise manner. <input type="checkbox"/> Seems distracted when listening and clearly does not possess the ability to engage in effective communication skills in engendering good relationships, trust, or mutual respect. 	<ul style="list-style-type: none"> <input type="checkbox"/> Makes attempts to communicate openly, honestly, and purposefully while exhibiting poise and professionalism, but is not always effective. <input type="checkbox"/> Sometimes creates open communication channels with others that includes multiple forms of communication (e.g., oral, written, digital). <input type="checkbox"/> Attempts to articulate a clear point of view in an accurate and concise manner. <input type="checkbox"/> Listens to others and attempts to build bridges between stakeholders to promote good relationships, establish trust and develop mutual respect. 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates openly, honestly, and purposefully while exhibiting poise and professionalism, even when it is uncomfortable or unpopular. <input type="checkbox"/> Creates open communication channels with others that includes multiple forms of communication (e.g., oral, written, digital). <input type="checkbox"/> Articulates a clear point of view in an accurate and concise manner. <input type="checkbox"/> Actively listens to diverse perspectives and uses the process of communication to link individuals, groups, and the school to build relationships, establish trust, and earn respect for self and others.

	Needs Improvement (0)	Developing (1)	Meets Expectations (2)
Integrity NELP 2.1	<ul style="list-style-type: none"> <input type="checkbox"/> Often makes decisions without regard to fairness, transparency, and collaboration. <input type="checkbox"/> Fails to accept personal and professional accountability for own behavior and the educational processes of the school, tends to make excuses and cast blame on others or circumstances. <input type="checkbox"/> Is inconsistent in words, actions, and deeds with large gaps between what he/she says and what he/she does. Leader is not dependable; rarely follows through on promises, often fails to keep his/her word. 	<ul style="list-style-type: none"> <input type="checkbox"/> Weighs consequences of decisions and deliberates before making the final call modeling some level of integrity, trust, fairness, transparency, and collaboration. <input type="checkbox"/> Accepts some personal and professional accountability for own behavior and the educational processes of the school. <input type="checkbox"/> Strives to be consistent in words, actions, and deeds. Occasionally exhibits gaps between what he/she says and what he/she does. Leader is dependable most of the time and tends to keep his/her word. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates strength when making decisions that are ethical and in the best interest of the students and school at large as evidenced by the ability to reflect on, communicate, cultivate, and model integrity, trust, fairness, transparency, and collaboration. <input type="checkbox"/> Accepts full personal and professional accountability for own behavior and the educational processes of the school. <input type="checkbox"/> Is consistent in words, actions, and deeds with no gaps between what he/she says and what he/she does. Leader is dependable; follows through on promises, keeps his/her word.
Creates a Positive Culture NELP 3.1, 7.2, 7.3	<ul style="list-style-type: none"> <input type="checkbox"/> Lacks shared beliefs and does not foster a sense of community and cooperation. <input type="checkbox"/> Tends to take full ownership and does not delegate. <input type="checkbox"/> Misses opportunities to recognize and praise others. <input type="checkbox"/> The culture of the school is embroiled with dysfunction and mistrust. 	<ul style="list-style-type: none"> <input type="checkbox"/> Attempts to foster shared beliefs and a sense of community and cooperation by promoting positive morale. <input type="checkbox"/> Attempts to delegate but demonstrates missed opportunities. <input type="checkbox"/> Occasionally recognizes and praise others. <input type="checkbox"/> Works to develop trusting relationships among members of the school community. 	<ul style="list-style-type: none"> <input type="checkbox"/> Fosters shared beliefs and a sense of community and cooperation by promoting positive morale. <input type="checkbox"/> Delegates work/tasks appropriately as evidenced by distributed leadership. <input type="checkbox"/> Recognizes and celebrates efforts of others in a timely and consistent manner. <input type="checkbox"/> Successfully generates an environment of trust and authentic relationships
Possesses Professional Beliefs Commitment, and Work Ethic NELP 2.1, 7.3	<ul style="list-style-type: none"> <input type="checkbox"/> Lacks the commitment needed to ensure the school will make a difference in the academic, social and emotional lives of students. <input type="checkbox"/> Demonstrates a lack of commitment towards the school and professional responsibilities as evidenced by an inability to produce acceptable work. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates an understanding of the importance of promoting the collective belief that the school can positively impact students academically, socially and emotionally, yet needs to further clarify how this can be accomplished. <input type="checkbox"/> Demonstrates an individual commitment to their school as evidenced by completing tasks. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates an understanding of the importance of promoting the collective belief that the school can positively impact students academically, socially and emotionally, yet needs to further clarify how this can be accomplished. <input type="checkbox"/> Demonstrates an individual commitment to their school as evidenced by completing tasks.