

**Figure 5.2: Personal Behavior Leadership Rubric**

1—Not Meeting Standards, 2—Progressing (Leadership Potential), 3—Proficient (Local Impact), 4—Exemplary (Systemwide Impact)	
<b>1. Integrity</b>	
<b>4</b>	<ul style="list-style-type: none"> <li>• The leader meets commitments—verbal, written, and implied—without exception.</li> <li>• Commitments to colleagues, students, community members, and subordinates have the same weight as commitments to superiors, board members, and other people with visibility and authority.</li> <li>• The leader’s commitment to integrity is clear throughout the organization, as any commitment from anyone who reports to this leader is as good as a commitment from the leader.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• The leader meets commitments or negotiates exceptions where someone cannot meet a commitment.</li> <li>• Verbal commitments have the same weight as written commitments.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• The leader meets explicit written commitments.</li> <li>• The need to “get it in writing” does not allow subordinates or superiors to assume that verbal statements have the weight of a written commitment.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The leader regards the words “I’m working on it” or “I’m doing the best I can” as acceptable substitutes for commitments.</li> <li>• The leader cannot be trusted to follow through with tasks, budgets, priorities, or performance.</li> </ul>
<b>2. Self-control</b>	
<b>4</b>	<ul style="list-style-type: none"> <li>• The leader possesses complete self-control, even in the most difficult and confrontational situations, and also assists colleagues on techniques of emotional intelligence.</li> <li>• Not only does the leader exemplify emotional intelligence but also the entire organization reflects this commitment to self-control, empathy, and respect.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• The leader can deal with sensitive subjects and personal attacks with dignity and self-control.</li> <li>• The leader never meets anger with anger, but defuses confrontational situations with emotional intelligence, empathy, and respect.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• The leader occasionally raises his or her voice when angry or threatened.</li> <li>• The leader leads a climate in which people are reluctant to raise sensitive issues.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The leader loses his or her temper and is emotionally unstable.</li> <li>• Conversations on any sensitive topic are brief or nonexistent.</li> </ul>

<b>3. Compliance with legal and ethical requirements in relationships with employees</b>	
<b>4</b>	<ul style="list-style-type: none"> <li>• The leader meets the letter and spirit of the law, avoiding both the fact and the appearance of impropriety.</li> <li>• The leader inculcates the foundations of mutual respect for colleagues and respect for the law throughout the organization.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• The leader has no instances of illegal or unethical conduct with employees or prospective employees, or other conduct that crosses the line of policy or law.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• There is no progressing in this leadership dimension—one strike, and you’re out. Failing to have proficiency is the same as being ineffective.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The leader violates—even just one time—the legal and policy requirements for the relationship between leaders and employees.</li> </ul>
<b>4. Compliance with legal and ethical requirements in relationships with students</b>	
<b>4</b>	<ul style="list-style-type: none"> <li>• The leader teaches faculty and students respect for one another, creating a climate for mutual trust and respect.</li> <li>• The leader builds an environment in which all employees and faculty members know student safety is paramount and inappropriate contact with students never occurs.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• The leader meets all legal requirements for student contact and takes swift and appropriate actions when inappropriate contact between employees and students has been detected.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• There is no progressing in this leadership dimension. A single violation is a career killer.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The leader fails to protect student safety by permitting or engaging in inappropriate contact with students.</li> </ul>
<b>5. Tolerance of different points of view within the boundaries of the organization’s values and mission</b>	
<b>4</b>	<ul style="list-style-type: none"> <li>• The leader actively seeks differences in perspective, encouraging different scenarios and curricula in the context of academic standards.</li> <li>• The leader explicitly differentiates constructive divergent thinking that facilitates a transition to convergent thinking to support organizational goals.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• The leader focuses evaluation on the achievement of the mission and adherence to values, without penalizing differences in points of view that fall within organizational requirements.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• The leader does not punish alternative points of view, but does little or nothing to develop or encourage those views.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The leader suppresses other points of view and discourages disagreement or divergent thinking.</li> </ul>

**6. Organization of calendar, desk, office, and building**

<b>4</b>	<ul style="list-style-type: none"> <li>• The leader maintains a daily prioritized task list that he or she can spontaneously produce at any time.</li> <li>• The leader keeps his or her desk clean with the highest-priority work on the desk and other work in pending files.</li> <li>• The leader keeps his or her calendar openly available, free of conflicts, and focused on the leader's and the organization's priorities.</li> <li>• The building is spotless and reflects the leader's commitment to a personal sense of pride. All administrators and teachers keep their desks clean, calendars consistent, and task lists visible and in priority order.</li> <li>• The grounds, building, restrooms, lounges, public areas, and especially classrooms reflect the leader's sense of dignity, order, and decorum.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• The leader always has his or her daily prioritized task list and up-to-date calendar available.</li> <li>• The leader keeps his or her work space flawlessly organized.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• The leader can make his or her calendar and task list available when given warning.</li> <li>• The leader keeps his or her work space tolerably but imperfectly organized.</li> <li>• The rest of the building does not reflect a commitment to organization and discipline.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The leader has no task list and an outdated calendar.</li> <li>• The leader's desk is messy.</li> <li>• The building, public areas, classrooms, and other physical facilities are a mess.</li> </ul>