

## Figure 5.4: Decision-Making Leadership Rubric

1—Not Meeting Standards, 2—Progressing (Leadership Potential), 3—Proficient (Local Impact), 4—Exemplary (Systemwide Impact)	
<b>1. Factual basis for decisions (including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices)</b>	
<b>4</b>	<ul style="list-style-type: none"> <li>• The leader makes decisions not by consensus or leadership mandate but based on data. This adherence to the rule of data is reflected in all decisions, ranging from course and classroom assignments to the discontinuation of programs.</li> <li>• The leader can cite specific practices that he or she has changed, discontinued, or initiated based on data analysis.</li> <li>• The leader uses a variety of data sources, including qualitative and quantitative data.</li> <li>• Data sources include state or provincial, district, school, and classroom data.</li> <li>• The leader widely shares data inferences and data analysis with others outside the school community so they can replicate the leader’s success.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• The records of decision making reflect a clear reliance on state or provincial and district student achievement data.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• The leader makes some decisions based on data, but he or she makes others as a result of personal preference or tradition.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The leader rarely uses data to make decisions; the predominant decision-making methodology is either a popularity contest or an imperial mandate from the leader.</li> </ul>
<b>2. Clear decision-making structure (including which decisions the staff make by consensus or independently, which decisions the leader makes after getting input from the staff, and which decisions the leader makes alone)</b>	
<b>4</b>	<ul style="list-style-type: none"> <li>• All stakeholders understand the different decision-making levels (where level 1 represents a staff decision by consensus or majority, level 2 represents a decision requiring staff input that will significantly influence leadership decisions, and level 3 represents a unilateral leadership decision).</li> <li>• The leader uses data in such a compelling way that the vast majority of decisions are level 1 decisions.</li> <li>• Staff surveys reflect that staff feel empowered and personally responsible for organizational success.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• The leader clarifies the decision-making method for major decisions and shares decisions with the staff, using data to the greatest extent possible to support those decisions.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• The leader uses both consensus and unilateral decision making, but he or she does not consistently make the reason for changing decision-making structures clear.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The leader lurches from autocracy to democracy with no clear decision-making method, demoralizing and bewildering the staff.</li> </ul>

3. Decisions linked to vision, mission, and strategic priorities	
4	<ul style="list-style-type: none"> <li>• The leader makes the organization’s vision, mission, and strategic priorities visible; ingrains them in the organization’s culture; and routinely uses them as a reference point for decisions.</li> <li>• The leader uses strategic decision-making guidelines to make many decisions self-evident and avoids unproductive arguments.</li> </ul>
3	<ul style="list-style-type: none"> <li>• The leader’s decisions are consistent with the organization’s vision, mission, and strategic priorities.</li> </ul>
2	<ul style="list-style-type: none"> <li>• While the vision, mission, and strategic priorities may be visible, the leader does not consistently link them to his or her decisions.</li> </ul>
1	<ul style="list-style-type: none"> <li>• The leader is unaware of or disconnected from the organization’s vision, mission, and strategic priorities. There is little to no evidence of a relationship between leadership decisions and these organizational guideposts.</li> </ul>
4. Decisions evaluated for effectiveness and revised where necessary	
4	<ul style="list-style-type: none"> <li>• The leader can provide clear and consistent evidence of decisions that have changed based on new data.</li> <li>• The leader regularly does decision reviews and <i>sun setting</i> in which he or she re-evaluates previous decisions in light of the most current data.</li> <li>• The organization has a culture of <i>honest bad news</i> in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.</li> </ul>
3	<ul style="list-style-type: none"> <li>• The leader has a record of evaluating and revising decisions based on new information.</li> </ul>
2	<ul style="list-style-type: none"> <li>• The leader has new information and appears willing to reconsider previous decisions, but does not have a clear record of making changes.</li> </ul>
1	<ul style="list-style-type: none"> <li>• The leader is mired in old decisions, accumulating each one as if decisions were etched in stone. Little to no evidence shows that he or she reflects on and re-evaluates previous decisions.</li> </ul>