Figure 5.6: Learning Leadership Rubric

1—Not Meeting Standards, 2—Progressing (Leadership Potential), 3—Proficient (Local Impact), 4—Exemplary (Systemwide Impact)	
1. Personal understanding of research trends in education and leadership	
4	• In addition to widely and deeply reading educational research, the leader contributes directly to research, case studies, experimental results, and research questions to serve the interests of other leaders and educational organizations.
3	• The leader engages in personal reading, learning, and teaching of educational research trends.
2	• The leader occasionally reads educational research and has some interest in personal reading and learning.
1	• The leader engages in little to no personal learning and research.
2. Personal professional development plan	
4	• In addition to meeting the requirements for proficient performance, the leader approaches every professional development opportunity with a view toward multidimensional impact. • The leader shares knowledge and skills throughout the organization and with other departments, schools, and districts. • Rather than merely adopting externally generated professional development tools, the leader specifically adapts learning tools so that they are homegrown and become part of the organization's culture.
3	• The leader engages in professional development that is directly linked to organizational needs. • The leader makes building on personal leadership strengths a priority. • The leader personally attends and actively participates in the professional development that is required of other leaders in the organization. • In the case of building principals, the leader personally attends and actively participates in teachers' required professional development.
2	• The leader actively participates in professional development, but it is reflective of a personal agenda rather than the organization's strategic needs. • The leader attends professional development for colleagues, but does not fully engage in it or set an example of active participation.
1	• The leader might introduce a professional development program but quickly leaves the room, signaling to colleagues that this is not really worth his or her time. • When the leader does engage in personal professional development, he or she will likely go to a national conference selected for its location rather than its content or strategic relationship to organizational needs.

3.	Professional development focus
4	• The leader can identify specific professional development offerings of past years that he or she has systematically reviewed and terminated because they failed to support organizational goals. • The leader has a prior review process for new professional development programs and rigorously applies it to applications for time and funding. • The leader can provide examples of applications for professional development that he or she disapproved because they failed to meet the criteria. • The leader chooses one or two focus areas for professional development; extensive time in faculty meetings, grade-level meetings, department meetings, and staff development meetings focuses on intensively implementing a few learning areas.
3	• The professional development plan has no more than six areas of emphasis, and each area is linked to the organization's strategic objectives.
2	• Professional development opportunities somewhat relate to organizational objectives, but the leader has no way of systematically assessing their impact. • The leader uses participant evaluations as the primary criteria for selection, so programs that are popular but ineffective tend to become the norm.
1	• By personal example, the leader endorses the *butterfly approach* to professional development; once he or she superficially addresses a subject, he or she chases a new fad. • The leader frequently approves faculty requests whether or not they relate to student achievement. • The leader bases his or her personal professional development agenda on whims and preferences, not organizational needs.
4.	Application of learning
4	• In addition to meeting all the criteria for proficient performance, the leader provides evidence of the principle of leverage, applying each learning opportunity throughout the organization. • The leader creates forms, checklists, self-assessments, and other learning tools so that teachers and other leaders apply concepts learned in professional development daily throughout the organization. • The leader regularly shares these application tools with other departments, schools, or districts in order to maximize the impact of the leader's personal learning experience.
3	• There is clear evidence that the leader has actually applied personal learning in the organization. • Where teachers and other leaders have not applied learning within the organization, the leader rigorously analyzes the cause of this and stops investing time and money in professional development programs that lack clear evidence of success in the organization.
2	• The leader has intellectually accepted some important learning experiences but can give only a few specific examples where he or she applied learning to the organization.
1	• Even on those rare occasions when the leader engages in professional development, he or she appears to do it merely to collect information, rather than to reflect on it and apply it to the organization. • Professional development is an expense, not an investment in constructive improvements.