

Ottawa Carleton District School Board Leadership Rubric

Staff Development
September 16, 2008

OCDSB Leadership Rubric Instructional Leadership

Potential	Emergent	Effective	Accomplished
<i>Candidate demonstrates some awareness and practice of leadership indicators</i>	<i>Candidate demonstrates growing competence in the leadership indicators</i>	<i>Candidate demonstrates embedded leadership behaviours that align with the indicators</i>	<i>Candidate consistently demonstrates mastery of the indicators and growth in leadership practice</i>
Recognizes and values the impact of community involvement in education	Demonstrates some evidence of working collegially with students, staff and community to improve student achievement	Works collegially with students, staff and community to improve student achievement	Creates an environment that supports collegiality with students, staff and community to improve student achievement
Provides opportunities for student involvement and responsibility in the classroom	Promotes and provides opportunities for student involvement and responsibility beyond the classroom	Encourages and facilitates opportunities for student involvement and responsibility throughout the school community	Creates a school culture that promotes student involvement and responsibility in their learning and community
Demonstrates awareness of current teaching learning and assessment strategies	Participates in the implementation of current teaching, learning and assessment strategies	Leads the implementation of current teaching, learning and assessment strategies	Inspires others in leading the implementation of current teaching, learning and assessment strategies
Supports and models differentiation in curriculum, instruction and evaluation to meet the needs of all students	Supports and models differentiation in curriculum, instruction and evaluation to meet the needs of all students	Leads, supports and models differentiation in curriculum, instruction and evaluation to meet the needs of all students	Creates a cadre of leaders who support and model differentiation in curriculum, instruction and evaluation to meet the needs of all students
Ensures that assessment, evaluation and reporting reflect Ministry and Board policies and procedures	Ensures that assessment, evaluation and reporting reflect Ministry and Board policies and procedures	Ensures that school wide assessment, evaluation and reporting reflect Ministry and Board policies and procedures	Ensures that school wide assessment, evaluation and reporting reflect Ministry and Board policies and procedures
Demonstrates knowledge of curriculum	Demonstrates growing knowledge of curriculum across divisions	Demonstrates broad knowledge and supports implementation of curriculum	Demonstrates broad knowledge and supports implementation of curriculum across panels
Recognizes the value of professional development	Facilitates opportunities for professional development for all staff	Provides opportunities and focus for professional development for all staff	Creates a culture of shared expertise where professional development is aligned with personal, professional and system goals
Participates in a professional learning community	Contributes to a strong professional learning community	Promotes excellence in staff and student achievement in a strong professional learning community	Creates a culture of shared leadership that promotes excellence in staff and student achievement in a strong professional learning community
Understands the value of the school improvement planning process	Participates with the school council, teachers, students and community in the school improvement planning process	Involves collaboratively the school council, teachers, students and community in the school improvement planning process; collects and analyses data to establish school improvement priorities	Aligns and integrates all school structures policies and procedures with the school improvement planning process
Demonstrates excellent classroom teaching practices	Demonstrates and models excellent classroom teaching practices	Models and supports excellent classroom teaching practices	Creates a culture that supports excellent classroom teaching practices
Demonstrates effective classroom management techniques	Demonstrates good classroom management and understands the importance of a school based approach to students	Leads in developing a school based approach to student management	Creates a culture that supports school based student management

OCDSB Leadership Rubric Personal Leadership

Potential	Emergent	Effective	Accomplished
<i>Candidate demonstrates some awareness and practice of leadership indicators</i>	<i>Candidate demonstrates growing competence in the leadership indicators</i>	<i>Candidate demonstrates embedded leadership behaviours that align with the indicators</i>	<i>Candidate consistently demonstrates mastery of the indicators and growth in leadership practice</i>
Models and promotes life and work balance	Models and promotes life and work balance	Models and promotes life and work balance	Models and promotes life and work balance
Beginning to develop and articulate a personal vision of educational leadership	Develops and articulates a personal vision of educational leadership that reflects system values	Refines and implements a personal vision of educational leadership that reflects system values	Embeds into practice a personal vision of educational leadership that reflects system values
Sets goals for short and long term personal and professional lifelong learning	Sustains lifelong learning	Sustains and models lifelong learning	Creates a culture that supports lifelong learning
Demonstrates good judgement; recognizes need for decision	Demonstrates sound decision making practices; acts decisively within own scope of authority	Acts decisively even in uncertain, difficult or unpopular situations; exercises sound judgements	Acts decisively and makes sound judgments in all situations. Anticipates situations and is proactive in decision making
Recognizes and understand the need to establish priorities and plan for their implementation	Identifies priorities and implements action plans to address them	Takes initiative, prevent problems and find creative solutions; monitors and adjusts plans of action with focus and commitment	Develop systems where identified needs result in collaborative action plans; demonstrates persistence in achieving required standards of success; continues to refine and enhance achievement
Accepts responsibility for personal growth; assesses own strength realistically and identifies gaps between skills and job requirement	Sets goals for professional and personal growth based on feedback from others and realistic self-assessment; seek appropriate learning opportunities to reduce the gaps	Demonstrates increased alignment between the requirements of the position and personal proficiencies; continues to set professional growth goals based on research and reflective practice	Demonstrates continuous self assessment and self development; supports others in development of leadership capacity
Recognizes that a problem or a need for change exists	Adopts a fresh perspective to generate new and innovative approaches; reviews and analyses a range of options	Takes calculated risks to move initiatives forward	Uses logical and intuitive approaches to create optimum climate for risk taking and innovation; anticipates and addresses complex issues
Explores the feasibility of multiple approaches; seeks both logical and intuitive solutions	Exposes self to new ideas and trends; reshapes ideas and information in new ways	Uses critical, flexible and creative thinking; nurtures and rewards innovation and creativity	Creates a climate that encourages imaginative solutions to work related problems and situations
Abides by laws regulations and policies; demonstrates integrity in words and actions	Displays ethical and professional behaviour consistently; demonstrates congruence between words and actions	Exhibits highest standard of professional behaviour; follows-up with those who question decisions to understand their concerns and to explain the reasons for decisions	Demonstrates the highest standard of care, honesty, integrity, trust and respect
Applies the principles of effective time management to meet short and long term timelines	Applies the principles of effective time management based on planning and prioritizing	Applies the principles of effective time management based on planning, prioritizing and goal setting in alignment with school and personal initiatives	Shares and coaches others in the use of effective time management strategies; Applies the principles of effective time management to manage positive and productive change

OCDSB Leadership Rubric Interpersonal Leadership

Potential	Emergent	Effective	Accomplished
<i>Candidate demonstrates some awareness and practice of leadership indicators</i>	<i>Candidate demonstrates growing competence in the leadership indicators</i>	<i>Candidate demonstrates embedded leadership behaviours that align with the indicators</i>	<i>Candidate consistently demonstrates mastery of the indicators and growth in leadership practice</i>
Is effective in employing all forms of communication as well as active listening	Adapts communication style to audiences; is approachable and accessible; establishes clear communication structures within the school and the community	Appreciates various perspective; builds rapport; promotes and facilitates constant interchange of ideas	Influences others through highly developed inspirational communication skills; adjusts organizational systems to enhance communication among stakeholders
Demonstrates interpersonal group skills to be an effective contributor	Ensures employees have resources and skills required to make informed decisions and accomplish tasks to improve performance	Creates an environment where all staff feel supported and empowered, encouraging them to develop to their full potential	Promotes a culture of personal ownership and accountability; Engages in the role of a facilitator, coach, catalyst and information sharer
Demonstrates awareness of personal impact on others; empathizes with and respects the feelings and perspectives of others	Understands personal strengths and works on improving effectiveness of interpersonal relationships; acknowledges that different points of view can co-exist; confronts issues rather than people	Works to create an inclusive, positive and collaborative learning and working environment	Creates a climate of trust and respect; develops structures, processes and skills for bridging organizational and interpersonal differences
Understands the importance of mentoring	Demonstrates a commitment to support colleagues in their personal and professional growth	Creates a mentoring culture for all staff that fosters collegiality and collaboration	Creates and fosters a mentoring culture for all staff by providing opportunities for reflection, coaching and sharing best practices
Fosters a safe, equitable, diverse and caring environment	Promotes diversity as an asset and a responsibility to meet the needs of all learners; creates opportunities to learn about individual differences	Sets goals that honour the diversity of staff, students and community and proactively fosters a safe, equitable and caring environment	Creates a safe environment that builds on diversity, supports multiple perspectives and challenges narrow mindedness and stereotypes
Articulates and demonstrates a personal vision; displays an awareness and understanding of the vision/mission of the Board	Promotes staff ownership and commitment to the school vision/mission; collaboratively assess the current reality to determine the gap between vision and reality	Motivates and leads others to achieve shared vision and realigns resources to achieve the vision; ensures that the school plan is consistent with the OCDSB vision	Empowers colleagues, parents and community to articulate a shared purpose focused on learning and to fully participate in its realization
Understands effective processes for resolving conflicts	Facilitates processes for finding resolution to conflict situations based on knowledge of positions, styles, strategies and interests; identifies factors that may create or escalate a conflict	Can articulate and use effective processes for conflict resolution that work towards win win outcomes; responds appropriately to the conflict styles of others	Instructs and coaches others in conflict resolution through a variety of dispute resolution processes
Understands the need for collaboration and partnership with the broader school community	Maintains and improves a variety of connections with parents and the community and encourages community response and feedback	Develops and maintains positive partnerships in seeking support for the school, its programs and services	Extends the role of the school leader into a community to pursue and establish direct community partnerships which have specific educational value for students; supports others in their efforts to build partnerships
Recognizes the need for a decision, consider the factors involved and commits to potential courses of action	Uses an analytical approach to decision making and makes decisions in a firm, fair, consistent and objective manner; proposes alternative solutions in the face of constraints	Consults as appropriate with stakeholders including students, staff and school council in the decision-making process; monitors and evaluates outcomes	Uses collaborative approach whenever appropriate and possible; anticipates emergent situations; plans and gathers information accordingly; generalizes and applies decision making processes to other similar situations
Values everyone as a learner; understands the importance of school culture and begins to identify key elements	Demonstrates knowledge and strategies used by effective principles in creating a positive school culture	Collaboratively creates and maintains an inviting and accessible atmosphere focused on continuous improvement while communicating high expectations for student learning	Influences and shapes the school culture, through modeling, facilitation, inclusion and mentorship

OCDSB Leadership Rubric Operational Leadership

Potential	Emergent	Effective	Accomplished
<i>Candidate demonstrates some awareness and practice of leadership indicators</i>	<i>Candidate demonstrates growing competence in the leadership indicators</i>	<i>Candidate demonstrates embedded leadership behaviours that align with the indicators</i>	<i>Candidate consistently demonstrates mastery of the indicators and growth in leadership practice</i>
Demonstrates an ability to meet basic needs with available resources	Participates in setting budget priorities and tracking resource utilization	Manages financial and other school resources effectively	Partners with other organizations to generate revenue; implements a long-term budgetary plan consistent with the school improvement plan
Demonstrates awareness of the relationship between school improvement plans and resource allocations	Participates in decision making process for school improvement planning and resource allocation	Aligns school improvement plans and resource allocations with the Board's strategic goals and priorities	Demonstrates commitment to achieving school improvement plan targets through appropriate resource allocations
Understands and identifies the need for change and the basics of change theory	Demonstrates flexibility in managing change; recognizes what can, must and cannot change and works collaboratively to effect change	Assesses, initiates and facilitates change process at both the school and system levels, and fosters a positive attitude toward change	Guides organizational change to align with the OCDSB vision and goals.
Believes that technology has a valid place in education	Actively and creatively uses technology as a tool for a variety of purposes and keeps abreast of new developments	Uses and encourages others to use current technology and methods of data collection and reporting to support decision- making	Empowers others to expand the use of technology to build capacity for effective instruction and learning
Acts in accordance with Board policies and procedures and legislative requirements	Demonstrates awareness of regulations, policies, procedures, and guidelines relevant to school operations	Demonstrates a thorough and comprehensive knowledge of the regulations, policies, procedures, and guidelines relevant to school operations	Develops and revises school procedures to ensure compliance with operational regulations and policies.
Supports school, Board and Ministry initiatives	Plays an active role in supporting school, Board and Ministry initiatives	Manages, implements, and supports school, Board, and Ministry initiatives	Creates a culture of collaboration in the implementation of school, Board and Ministry initiatives
Understands and support s the importance of supervision of staff	Recognizes the importance of supervision of staff as a critical activity for an instructional leader	Demonstrates understanding of and commitment to the selection and supervision of staff as a critical activity	Models a commitment to exemplary human resource practices in the selection, development and supervision of staff