Figure 5.5: Communication Leadership Rubric

1—Not Meeting Standards, 2—Progressing (Leadership Potential), 3—Proficient (Local Impact), 4—Exemplary (Systemwide Impact)	
1. Two-way communication with students	
4	• In addition to having all the proficient characteristics, the leader goes to exceptional lengths to listen to students. The listening strategies may include focus groups, surveys, student advisory committees, and numerous one-on-one student conversations. • Discussions with students reveal that they know the leader will listen to them and treat them with respect.
3	• The leader knows students' names, regularly greets students by name, and proactively talks with and listens to students. • The leader makes him- or herself particularly visible at the beginning and end of the school day and during all other times when students are present.
2	• The leader knows most students' names, often greets students by name, and talks with students frequently. • The leader makes him- or herself visible.
1	• The leader does not know students' names, avoids student contact except where leadership's presence is required, and retreats to the office during most occasions where students are likely to be present. • Many students do not know the leader's name or recognize the leader on sight.
2. Two-way communication with faculty and staff	
4	• In addition to having all the proficient behaviors, the leader actively listens to the faculty and staff. • The leader's calendar reflects numerous individual and small-group meetings with staff at every level, not just with the direct reports. Bus drivers, cafeteria workers, and first-year teachers all feel confident that they could get the leader to respectfully hear them out.
3	• Faculty meetings include open two-way discussions. • Faculty members regularly have the opportunity for one-on-one meetings with the leader. • The leader knows all staff members and makes an effort to recognize the personal contribution each one makes.
2	• The leader typically only listens to questions during faculty meetings.
1	• Faculty meetings consist of the reading of announcements and include little to no interaction.

3.	Two-way communication with parents and community
4	• There is clear evidence that the leader has engaged in parent- and community-centered communication, including through open forums, focus groups, surveys, personal visits, and extensive technology use. • Decisions in curriculum, leadership, staffing, assessment, and school appearance reflect parent and community involvement. • Survey data suggest that parents and community members feel empowered and supportive of educational objectives.
3	• The leader frequently interacts with parents and community members, including through newsletters, personal briefings, personal visits and calls, and technology use (voice mail, hotlines, email, and websites) where appropriate. • There is clear evidence that the leader has based decisions on input from parents and community members.
2	• The leader gives parents and community members a respectful hearing when they initiate the conversation.
1	• Parents and community members play little to no role in leadership decision making.