

**Standard 5: An Educational Leader promotes the success of all students  
by acting with integrity, fairness and in an ethical manner**

**Ethics Rubric**

<b>GATEGORY</b>	<b>4 - Accomplished</b>	<b>3 - Proficient</b>	<b>2 - Developing</b>	<b>1 - Rudimentary</b>
<b>Demonstrates ethical and professional behavior</b>	There is a clear, convincing, and consistent evidence that the school leader continually uses moral and ethical standards tied to the principles developed by the school board governing his/her conduct with students, staff, parents, community members and school board members.	There is clear evidence that the school leader follows the set of principles developed by the school board governing his/her conduct with students, staff, parents, community members and school board members.	There is limited evidence that the school leader follows a set of principles governing his/her conduct with students, staff, parents, community members and school board members.	There is little or no evidence that the school leader follows a set of principles governing his/her conduct with students, staff, parents, community members and school board members.
<b>Demonstrates values, beliefs and attitudes that inspire others to higher levels of performance.</b>	There is clear, convincing, and consistent evidence that the school leader continually demonstrates and models behavior that inspires and leads new challenging innovations through exhibiting a positive attitude about the staff's ability to accomplish things beyond their grasp.	There is clear evidence that the school leader models and demonstrates behaviors that portray a positive attitude about the ability of staff to accomplish substantial things and to be a driving force behind new initiatives.	There is limited evidence that the school leader inspires staff to accomplish things that might seem beyond their grasp or is a driving force behind new initiatives.	There is little or no evidence that the school leader inspires others and leads new and challenging innovations.

CATEGORY	4 - Accomplished	3 - Proficient	2 - Developing	1 - Rudimentary
<b>Fosters and maintains caring professional relationships with staff.</b>	There is clear, convincing, and consistent evidence that the school leader continually demonstrates an awareness of the personal aspects of staff through being aware of personal needs, being informed of significant personal issues and genuinely acknowledging significant events in the lives of staff.	There is clear evidence that the school leader fosters and maintains personal relationships with staff through being aware of the personal needs of staff and acknowledging significant events in the lives of staff.	There is limited evidence that the school leader fosters and maintains personal relationships with staff and is aware of the personal needs of staff.	There is little or no evidence that the school leader fosters and maintains personal relationships with staff.
<b>Demonstrates appreciation for and sensitivity to diversity in the school community.</b>	There is clear, convincing, and consistent evidence that the school leader continually and genuinely seeks and supports the input and integration of the diversity within the school and community to advance school learning.	There is clear evidence that the school leader provides opportunities for diverse school and community members to advance school learning.	There is limited evidence that the school leader recognizes and provides opportunities for input from the diverse school and community population.	There is little or no evidence that the school leader recognizes diversity in the school community.

CATEGORY	4 - Accomplished	3 - Proficient	2 - Developing	1 - Rudimentary
<b>Is respectful of divergent opinions.</b>	There is clear, convincing, and consistent evidence that the school leader continually adapts his/her leadership behavior to the needs of specific situations based upon opinions expressed by others that may be contrary to those of the leader.	There is clear evidence that the school leader adapts his/her leadership behavior and encourages people to express opinions that may be contrary to those of the leader.	There is limited evidence that the school leader adapts his/her leadership behavior in specific situations but does listen to opinions that may be contrary to those of the leader.	There is little or no evidence that the school leader adapts his/her leadership behavior in situations where opinions may be contrary to those of the leader.