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Chapter V

Conclusions and Recommendations

The multidimensional rubric adopted by the State Education Department of New York State presents an evaluation of principals primarily from a leadership and governance perspective. The rubric communicates criteria for principals to emulate, as well as an assessment for rating. The perspective of the rubric includes attributes highlighted by a commitment to instructional programs, collaboration with the school community, and accountability. The rubric relies heavily on prescribing how principals are to approach educational leadership so that the roles are defined and expectations are met. The rubric, however, does not include comprehensive evaluation of attributes that measure social capacity or ones that explicitly promote a collaborative school culture. Even where the rubric attempts to address the school community, the measures do not contain much depth even for basic evaluation. That being said, it is recommended that more criteria for civic capacity be included. Principals should understand exactly what or how to implement plans to improve civic capacity in order to assess progress in this area. Paradox of the System and Organization were terms the researchers thought should be included in this type of rubric assessment. The description for the term Organization includes,

“school behavior varies in the degree to which it is public and interdependent or is private and isolated.” There was no language in the rubric to support this description. However, for this analysis it is a supporting trait for successful educational leaders.

Civic capacity attributes provide the ability to decentralize control and distribute leadership with new people who are valuable team members(Stone, 2003). This will provide opportunity for all stakeholders to contribute effectively to promote the success in the schools. Additionally, the predominance of governance attributes suggests a perspective in how to hold others accountable. This may suggest too much emphasis on accountability and not enough on trust and competence necessary from educational leaders.