

Role Specific Behaviors Rubric



CAPACITY DEVELOPMENT

COMMITMENT TO GROWTH

Consistently reflects on one's practice and passionately pursues opportunities to learn while growing self and others

Leading Self	Leading Others	Leading Leaders	Leading the Campus
<ul style="list-style-type: none"> • Demonstrates a genuine openness to what they might learn from others 	<ul style="list-style-type: none"> • Provides opportunities for other team members to lead--formally and informally--in various settings 	<ul style="list-style-type: none"> • Delegates critical responsibilities to rising leaders in order to build their capacity; supports them as they learn 	<ul style="list-style-type: none"> • Creates and sustains a school wide system that prioritizes distributive leadership at all levels
<ul style="list-style-type: none"> • Actively identifies leadership potential in all students and invests in their growth and development 	<ul style="list-style-type: none"> • Actively identifies high-potential leaders on their team, invests in their growth and development 	<ul style="list-style-type: none"> • Actively identifies high-potential leaders, invests in their growth and development 	<ul style="list-style-type: none"> • Actively identifies future leaders at every level, with an eye for those that have been underrepresented in MISD, and invests in their growth
<ul style="list-style-type: none"> • Actively participates in ongoing professional learning aligned to individual goals, school goals and the district shared vision 	<ul style="list-style-type: none"> • Provides high quality feedback so individuals and teams can improve 	<ul style="list-style-type: none"> • Consistently supports and creates high-quality collaborative professional learning opportunities for all staff members 	<ul style="list-style-type: none"> • Encourages and reinforces a culture of self-reflection and goal-setting with team members
<ul style="list-style-type: none"> • Encourages and supports those who need additional support 	<ul style="list-style-type: none"> • Supports and creates high-quality professional learning opportunities for team members 	<ul style="list-style-type: none"> • Contributes to a school-wide culture of self-reflection and goal-setting; every staff member has identified growth areas and set goals for how they plan to grow and improve this year 	<ul style="list-style-type: none"> • Acts as a coach and sounding board for leaders within the organization and builds their capacity to develop and retain staff
<ul style="list-style-type: none"> • Is a sought-after source of ideas, advice, and coaching by other members of the school 	<ul style="list-style-type: none"> • Invests in building team talent, understanding personal goals, and enabling professional growth; acts as a sounding board and support for peers and team 	<ul style="list-style-type: none"> • Provides high quality feedback so individuals and teams can improve 	<ul style="list-style-type: none"> • Serves as a role model in delivering direct and actionable positive and constructive feedback and development
		<ul style="list-style-type: none"> • Invests in building team talent, understanding personal goals, and enabling professional growth; acts as a sounding board and support for team 	<ul style="list-style-type: none"> • Creates structures that allow leaders to invest in building team talent, understand personal goals, and enable professional growth; acts as support for staff

Makes decisions driven by values and informed by data

Leading Self	Leading Others	Leading Leaders	Leading the Campus
<ul style="list-style-type: none"> Shows commitment to district's core values through personal alignment to Mesquite's core values and vision – holds self and students accountable for this Continuously monitors student progress in order to inform decisions and adjusts strategies based on available data Engages in inclusive decision-making; actively participates in opportunities and processes to develop school decisions When making decisions, ensures alignment with core values while considering any relevant data Acts decisively; recognizes when a decision is required and either takes prompt action or elevates it as issues emerge 	<ul style="list-style-type: none"> Shows commitment to district's core values through personal alignment to Mesquite's core values and vision -- holds self, students, and team accountable for this Continuously monitors student progress across the team and adjusts strategies based on available data Facilitates collaborative analysis of high-quality data and ensures that team members are equipped to interpret it and take action Actively engages team members in making key decisions about instruction 	<ul style="list-style-type: none"> Shows commitment to district's core values through personal alignment to Mesquite's core values and vision -- holds self and school staff accountable for this Uses high-quality data to continuously monitor student progress in order to make decisions and adjust strategies to achieve campus goals and metrics of success Creates and maintains strong collaborative high-quality data analysis routines and ensures that staff are equipped to interpret it and take action Actively includes staff in making key decisions about instruction 	<ul style="list-style-type: none"> Shows commitment to district's core values through personal alignment to Mesquite's core values and vision -- holds self and school staff accountable for this Uses high-quality data to continuously monitor school-wide student progress in order to make decisions and adjust strategies to achieve campus goals and metrics of growth Actively includes and empowers staff in making key campus decisions In challenging decision-making circumstances, continue to navigate decisions based on core values

VISIONARY LEADERSHIP

PASSION FOR RESULTS

Embraces/develops a shared vision and effectively communicates the path forward

Leading Self	Leading Others	Leading Leaders	Leading the Campus
<ul style="list-style-type: none"> • Sets ambitious vision for own work in alignment with school vision and in collaboration with stakeholders (i.e. students, families, rest of grade level team, etc) • Inspires stakeholders around ambitious vision and compelling future • Embraces the district and school's vision and strategic priorities as shown through actions 	<ul style="list-style-type: none"> • Ensures team goals align to school and district-wide vision • Inspires and involves peers and team in achieving an ambitious vision • Adapts communication to needs of audiences to build sense of shared purpose and move work forward • Influences team and others to achieve goals 	<ul style="list-style-type: none"> • Ensures departmental/team goals align to school and district-wide vision • Inspires and involves peers and team in inspiring and supporting an ambitious vision • Effectively communicates how an individual and team's work contributes to realizing the vision • Delivers compelling messages across mediums to a range of internal and external audiences • Is forward thinking and embraces change, ambiguity, and uncertainty; supports and encourages others through difficult change; effectively leads change efforts 	<ul style="list-style-type: none"> • Builds a sense of shared purpose across the campus, maintains a school-wide focus on an exciting and compelling future state • Is forward thinking and embraces change, ambiguity, and uncertainty; anticipates challenges and provides support to others throughout the change process • Effectively engages all stakeholders in large-scale, complex change processes • Models communication style attuned to stakeholder dynamics and adapts to meet needs of organization leaders, key stakeholders, and constituent groups • Is influential and inspiring

ACHIEVEMENT ORIENTED

PASSION FOR RESULTS

Sets goals, seeks evidence of impact, and holds self and others accountable to achievement.

Leading Self

- Believes in ability to perform a task or achieve a goal
- Continuously measures impact of instruction through student performance both formatively and summatively
- Holds oneself accountable and continuously evaluates their practice
- Is comfortable with change and ambiguity; perseveres through uncertainty
- Demonstrates instructional knowledge, as evident by consistent instructional practices and classroom environment

Leading Others

- Believes in their team's ability to perform a task or achieve a goal
- Uses campus goals to drive the focus and work of the team
- Holds oneself accountable and supports team members in evaluating their practice and contributing to meeting established goals
- Is comfortable with change and ambiguity; demonstrates initiative in the face of uncertainty
- Proactively and continuously improves performance across the team by focusing on needed areas of improvement and enhancing of strengths
- Coaches, develops and supports team members to demonstrate instructional best practices

Leading Leaders

- Believes in staff's ability to perform a task or achieve a goal
- Supports the development of ambitious and measurable school-wide goals aligned to district shared vision and strategic priorities
- Models personal accountability and contributes to a culture where staff evaluate their practice and seek evidence of impact
- Proactively and continuously improves performance across all areas of responsibility by focusing on needed areas of improvement and enhancing of strengths
- Ensures that content delivery is aligned to standards and expectations across classrooms through frequent observation, coaching, and development of others

Leading the Campus

- Creates and maintains a schoolwide culture where others can successfully perform a task or achieve a goal
- Builds consensus around ambitious and measurable school-wide goals aligned to the district shared vision
- Models personal accountability and creates a culture where staff evaluate their practice and seek evidence of impact
- Proactively and continuously improves school-wide performance by focusing on needed areas of improvement and enhancing of strengths
- Frequently observes and effectively coaches, develops, and holds others accountable in order to improve their practice and ensure instruction is executed throughout the school and delivers exceptional school-wide results

LEADING FOR EQUITABLE OUTCOMES

PASSION FOR RESULTS

Ensures actions are highly nimble and responsive to the varying needs of others and the organization.

Leading Self	Leading Others	Leading Leaders	Leading the Campus
<ul style="list-style-type: none"> • Holds and consistently displays high expectations and a growth mindset for students and themselves • Takes initiative to solve problems and to achieve results beyond what is expected • Critically reflects on self behaviors and takes a culturally responsive and inclusive approach in working with students and families • Builds trust with colleagues, students, and parents across varying points of view • Devotes additional effort to promoting the academic growth and well-being of every student--particularly those who require additional support 	<ul style="list-style-type: none"> • Strives to lead team in achieving results beyond what is expected • Critically reflects on self behaviors and takes a culturally responsive and inclusive approach with students, families, and team • Devotes additional effort to promoting the academic growth and well-being of every student--particularly those who require additional support 	<ul style="list-style-type: none"> • Regularly evaluates outcomes with an equity lens; takes action to close any identified gaps • Critically reflects on self behaviors and takes a culturally responsive and inclusive approach in working with teams • Devotes additional effort to promoting the academic growth and well-being of every student--particularly those who require additional support • Speaks openly and publicly in celebration of diversity and holds a high regard for all members of the Mesquite community 	<ul style="list-style-type: none"> • Models and demonstrates for others how to evaluate with an equity lens and make appropriate adjustments • Models critical reflection of own behaviors and takes a culturally responsive and inclusive approach school wide • Actively ensure that bias – whether conscious or unconscious – does not negatively impact students, staff, stakeholders • Devotes additional effort to promoting the academic growth and well-being of every student--particularly those who require additional support • Ensures the presence of structures for equity-based conversations within the school

EFFECTIVE COMMUNICATION

HEART FOR OTHERS

Applies the skills of listening, reflecting, empathizing, and synthesizing to influence and impact others and the community

Leading Self	Leading Others	Leading Leaders	Leading the Campus
<ul style="list-style-type: none"> ● Is highly-responsive and accessible to stakeholders ● Actively listens to others, identifies underlying perspectives, and respects all viewpoints; fosters and encourages this skill in students ● Consistently seeks to constructively engage and find a resolution when there is a disagreement, confrontation, or complaint ● Clearly and effectively presents and understands information orally and in writing 	<ul style="list-style-type: none"> ● Is highly-responsive and accessible to stakeholders ● Models open dialogue across varying points of view ● Actively listens to others, identifies underlying perspectives, and respects all viewpoints; fosters and encourages this skill in students and team members ● Consistently supports team members and seeks to constructively resolve confrontations, disagreements, or complaints ● Clearly and effectively presents and understands information orally and in writing 	<ul style="list-style-type: none"> ● Is highly-responsive and accessible; contributes to a culture of accessibility and responsiveness to all stakeholders ● Models candid conversations ● Actively listens to others, identifies underlying perspectives, and respects all viewpoints; fosters and encourages this skill in students and stakeholders ● Consistently seeks to constructively resolve confrontations, disagreements, or complaints within the school ● Clearly and effectively presents and understands information orally and in writing 	<ul style="list-style-type: none"> ● Is highly-responsive; creates and maintains a school-wide culture of accessibility to all stakeholders ● Models open dialogue across varying points of view ● Anticipates and resolves confrontations, disagreements, or complaints in a constructive manner ● Models communication style attuned to stakeholder dynamics and utilizes a variety of channels to meet needs of organization leaders, key stakeholders, and constituent groups ● Clearly and effectively presents and understands information orally and in writing

COLLABORATIVE RELATIONSHIPS

HEART FOR OTHERS

Develops partnerships and meaningful relationships with people from diverse experiences.

Leading Self	Leading Others	Leading Leaders	Leading the Campus
<ul style="list-style-type: none"> Highly collaborative; respected by and respectful to all stakeholders 	<ul style="list-style-type: none"> Promotes collaboration and fosters mutual respect among all stakeholders 	<ul style="list-style-type: none"> Promotes collaboration and fosters mutual respect among all stakeholders 	<ul style="list-style-type: none"> Creates a school-wide culture in which all staff and students are treated with respect and consideration regardless of position, background, or identity and builds trust with colleagues, students, and families
<ul style="list-style-type: none"> Builds and maintains strong relationships with students, families, colleagues and campus leaders 	<ul style="list-style-type: none"> Helps team members to build strong relationships with each other, resulting in stronger team morale and sense of belonging 	<ul style="list-style-type: none"> Helps team members to build strong relationships with each other, resulting in stronger team morale and sense of belonging 	<ul style="list-style-type: none"> Is a connector of people to enable strong relationships throughout the school and across departments
<ul style="list-style-type: none"> Celebrates diversity and advocates for all students 	<ul style="list-style-type: none"> Celebrates and upholds the importance of diversity; creates teams where diversity in all aspects is valued 	<ul style="list-style-type: none"> Cultivates trust and compels others to follow by consistently leading with authenticity and integrity 	<ul style="list-style-type: none"> Creates and maintains a school environment in which all students are known by name, strength, and need; families are welcomed, respected, and valued as partners in their child(ren)'s learning
<ul style="list-style-type: none"> Creates an environment in which all students are known by name, strength, and need; and families are welcomed, respected, and valued as partners in their child(ren)'s learning 	<ul style="list-style-type: none"> Encourages and supports the team to create an environment in which all students are known by name, strength, and need; and families are welcomed, respected and valued as partners in their child(ren)'s learning 	<ul style="list-style-type: none"> Contributes to a school environment in which all students are known by name, strength, and need; and families are welcomed, respected, and valued as partners in their child(ren)'s learning 	<ul style="list-style-type: none"> Creates and maintains a thriving culture of collaboration within the team; when working with other leaders, is always prepared, engaged, and actively listening and contributing; is a sought-after team member
<ul style="list-style-type: none"> Contributes to a culture of collaboration; when working with others, is always prepared, engaged, and actively listening and contributing; is a sought-after team member 	<ul style="list-style-type: none"> Nurtures a thriving culture of collaboration within the team; when working with other leaders, is always prepared, engaged, and actively listening and contributing; is a sought-after team member 	<ul style="list-style-type: none"> Supports, guides, and develops structures that nurture a thriving culture of collaboration among and between teachers, staff, and other school leaders 	<ul style="list-style-type: none"> Creates and maintains a thriving culture of collaboration amongst and between students, staff and community

RECOGNITION OF OTHERS

HEART FOR OTHERS

Celebrates and recognizes the impact and value of people.

Leading Self	Leading Others	Leading Leaders	Leading the Campus
<ul style="list-style-type: none"> ● Habitually expects positive results from their efforts and encourages others 	<ul style="list-style-type: none"> ● Habitually expects positive results from teammates and self and encourages others 	<ul style="list-style-type: none"> ● Habitually expects positive results from efforts of team and encourages others 	<ul style="list-style-type: none"> ● Habitually expects positive results from efforts school wide and encourages others
<ul style="list-style-type: none"> ● Fairly and publicly recognizes and celebrates the accomplishments of students and colleagues 	<ul style="list-style-type: none"> ● Fairly and publicly recognizes and celebrates the accomplishments of students, the team and individual members 	<ul style="list-style-type: none"> ● Fairly and publicly recognizes and celebrates the accomplishments of students, teams, and the school 	<ul style="list-style-type: none"> ● Creates a school-wide culture in which the accomplishments of students, teams, and the school are fairly, and publicly recognized
<ul style="list-style-type: none"> ● Consistently recognizes and rewards students and colleagues who are distinguished by exceptional commitment and performance 	<ul style="list-style-type: none"> ● Consistently recognizes and rewards team members who are distinguished by exceptional commitment and performance 	<ul style="list-style-type: none"> ● Creates systems for celebration and recognition 	<ul style="list-style-type: none"> ● Models, creates and maintains a school-wide culture of positivity, reflection, and application of learning in order to achieve school-wide goals
<ul style="list-style-type: none"> ● Specific in providing praise and recognition 	<ul style="list-style-type: none"> ● Specific in providing praise and recognition 	<ul style="list-style-type: none"> ● Consistently recognizes and rewards individuals who are distinguished by exceptional commitment and performance 	<ul style="list-style-type: none"> ● Creates a psychologically safe environment for teachers and leaders to learn and grow from success and failures
		<ul style="list-style-type: none"> ● Specific in providing praise and recognition 	<ul style="list-style-type: none"> ● Specific in providing praise and recognition
			<ul style="list-style-type: none"> ● Specific in providing praise and recognition