

Mesquite ISD

DRAFT

Library of Job Embedded Learning Experiences

May 2021

Draft

There are a few approaches to using this learning tool

- One view is by your [level](#) – you can see all the job embedded, and opportunities to look for, experiences to grow your skill in your current level. If you don't know your level, look at the top of the document to see examples of roles in the 'leading self/others/leaders/campus' band.
- Another view is to look at the level above you, and work with your manager for 'stretch' opportunities that could be appropriate to fit in your development plan
- Another view is by [competency](#). You can study how a competency builds across levels and what key shifts you should take on as you consider expanding your leadership beyond your current level
- As a reminder, these job embedded experiences are optional to grow your leadership skills while performing your current job. Growing these skills can improve your current ability to perform your role, as well as begin to prepare you for a potential future expanded role. To review role specific behaviors, look [here](#).

Draft

By Level

Draft

Leading Self

Draft

Leading Self | Teachers, Librarians, Counselors, etc

Individual contributor, team player, role model for junior / new team members

COMMITMENT TO GROWTH

Capacity Development

- Identify mentorship skills to practice. Set clear goals and evaluate success using mentee feedback
- Design a structure to support peer to peer coaching. Determine plans for setting growth goals. Create learning opportunities to train on coaching and give feedback to others.
- Participate in peer learning walks or classroom visits during planning periods

Find opportunities to...

Leading Self | Teachers, Librarians, Counselors, etc

Individual contributor, team player, role model for junior / new team members

Draft
COMMITMENT TO GROWTH

Values-Driven, Data Informed

- Develop a clearly defined statement of your WHY and identify a short list of core values based on your WHY
- Develop a personal vision statement aligned with campus core values
- **PEOPLE FIRST:** Pursue professional learning opportunities such as pay for knowledge, book studies, webinars, reading articles, coaching, and observations.
- **CULTIVATING CULTURE:** Use AYO in the classroom to tailor instruction to student interest, using research-based relational practices in the classroom, and consistent embedding of SEL components in instructional practices.
- **CONTINUOUS LEARNING:** Participate in specific professional learning sessions, such as: Growth Mindset, Differentiated learning, and Innovative learning.
- **COMMITMENT TO COMMUNITY:** Attend and help plan feeder pattern and school community events
- Monitor and respond to student progress by routinely implementing instructional practices such as aggressive monitoring, using CFA, ERG, and quintile data.
- Engage in inclusive decision-making by participating in campus committees such as professional learning, PTA, and SBDM.
- Utilize relevant data (surveys, discipline reports, student achievement, etc) in decision making to ensure alignment of classroom systems, culture, and norms with core values.

Find opportunities to...

Leading Self | Teachers, Librarians, Counselors, etc

Individual contributor, team player, role model for junior / new team members

PASSION FOR RESULTS

Visionary Leadership

- Set big goals for your classroom and communicate this with others in a way that they can name your goals.
- Develop your “Why” and be able to speak to your purpose in education.
- Teach students the campus vision and highlight the vision's values and attributes during instruction
- Reflect on your practice and how it aligns to the campus vision.
- Seek professional learning opportunities about practices that strengthen and support the vision.

Find opportunities to...

Achievement Oriented

- Evaluate your own practice and use student learning data and classroom walk through data, to strive for ongoing improvement.
- Reflect on the PLC leader's actions during a PLC
- Attend a campus Facilitator PLC
- Participate in peer learning walks or classroom visits during planning periods

Leading Self | Teachers, Librarians, Counselors, etc

Individual contributor, team player, role model for junior / new team members

Find opportunities to...

PASSION FOR RESULTS

Leading for Equitable Outcomes

- Use formative and/or summative assessment data to provide before, during and after school intervention and enrichment activities to meet the needs of all students.
- Take Harvard's IAT (<https://implicit.harvard.edu/implicit/takeatest.html>) self-assessment to better understand explicit or unconscious (implicit) bias.
- Maintain high expectations for ALL students.
- Ensure that justifications for all decisions, both academic and discipline, are consistently based on the same criteria.
- Consider different learning styles and multiple intelligences for students to communicate and participate in the classroom in multiple ways.
- Have a clear understanding of culturally relevant pedagogy.
- Understand poverty, mindset, grit, and empathy and how to use it to empower students to be intrinsically motivated.
- Participate in the PLC and attend prepared to ensure that all students are successful.
- Use goal setting sheet to track each students' and each classes' successes.
- Create class mission and vision statements with the students' input.
- Use Data folders/ (Plus/ delta systems as a class)
- Work with PLC to develop CFAs
- Provide supplemental aides LEP/ SIOP strategies
- Identify and refer students who are not meeting grade-level expectations to MTSS
- Attend PD/ access resources for best instructional practices

Leading Self | Teachers, Librarians, Counselors, etc

Individual contributor, team player, role model for junior / new team members

HEART FOR OTHERS

Effective Communication

- Evaluate your own systems for communicating with parents and colleagues, and reading and responding to emails/phone messages
- Ask a colleague to review written communication and provide feedback (Is the message courteous and clear, etc)
- Create and utilize a parent communication log

Find opportunities to...

Collaborative Relationships

- Actively contribute to PLCs and encourage participation of other team members
- Collaborate with team members to build strong systems for parent/community communication
- Implement strategies to maximize student voice in your classroom and ensure all students are included

Leading Self | Teachers, Librarians, Counselors, etc

Individual contributor, team player, role model for junior / new team members

Find opportunities to...

- Evaluate your own systems for recognizing students in your classroom
- Spend time with other teachers (campus or district) learning how they recognize the growth of their students
- Find meaningful ways to recognize students individually and collectively
- Develop a plan to consistently contact parents and families to share their child's accomplishments. Be specific with praise.
- Participate in your campus's incentive system
- Find ways to recognize and encourage fellow staff members

HEART FOR OTHERS

Recognition of Others

Leading Others

Draft

Leading Others | Teacher Leaders, Head Librarians, Instructional Specialists, Lead Counselors, etc

Leads a team and is responsible for delivering results through others

Find opportunities to...

COMMITMENT TO GROWTH

Capacity Development

- Attend Coaching Professional Learning designated to support instructional coaching
- Lead or facilitate a PLC
- Lead teams in creating a set of norms or guiding principles that the team agrees to honor.
- Develop and/or facilitate campus-based professional learning aligned to campus goals
- Serve as a mentor liaison for your campus
- Work collaboratively with teacher leaders to develop a professional development plan that increases capacity.
- Design team meetings around a professional learning objective. Facilitate the creation of 2-3 goals for the team, determine working structures & a progress monitoring plan

Leading Others | Teacher Leaders, Head Librarians, Instructional Specialists, Lead Counselors, etc

Leads a team and is responsible for delivering results through others

COMMITMENT TO GROWTH

Values-Driven, Data Informed

- Lead teams in connecting the personal statements of their WHY to the work as a team.
- Train and develop team capacity in the area of utilizing resources to monitor student progress, such as ERG, IQ analysis, Lead4ward field guides, aggressive monitoring trackers and quintile data reports.
- Use data to analyze, pinpoint, and propose a solution to a school-wide problem. With approval, implement the solution and evaluate its effectiveness.
- Utilize Professional Learning days to provide update on campus vision and progress towards goals
- Engage in inclusive decision-making by leading/chairing campus committees and engaging teams in collaborative work.
- Visit other campuses or watch recorded DDI protocol meetings. Reflect over the leadership strategies used in the meeting.
- Actively engage team members in making key decisions about instruction and student progress by facilitating data meetings.
- Lead teacher leaders in the process for facilitating and leading team data meetings.
- **PEOPLE FIRST:** Lead development of team capacity by engaging in activities such as: leading professional learning sessions, conducting book studies, facilitating coaching sessions, attending DDI and Solutions Tree training.
- Cultivating Culture: lead professional learning sessions such as: AYO in the classroom, using relational practices in the classroom, and embedding SEL components in instructional practices
- **CONTINUOUS LEARNING:** lead professional learning sessions such as: Growth Mindset, Differentiated learning, and Innovative learning
- **COMMITMENT TO COMMUNITY:** attend and help to plan feeder pattern events, school community events.

Find opportunities to...

Leading Others | Teacher Leaders, Head Librarians, Instructional Specialists, Lead Counselors, etc

Leads a team and is responsible for delivering results through others

PASSION FOR RESULTS

Visionary Leadership

- Work collaboratively with your team to set big goals for the team and find multiple ways to communicate these goals regularly.
- Communicate your “Why” with others and on social media.
- View your leadership of others through the lens of the campus vision.
- Ask your team how your actions contribute to the vision of the campus.
- Refer to the campus vision when communicating with the team.
- Lead the team in developing/revising/reviewing the vision to ensure relevancy and advancement of the vision.

Find opportunities to...

Achievement Oriented

- Find ways to grow other teachers and monitor your evidence of impact.
- Lead a PLC or department meeting
- Set goals with a PLC or dept and monitor the progress of the goals
- Participate in peer learning walks or classroom visits during planning periods and debrief strengths and areas for improvement
- PLC Lead and IS: Work with administration to calibrate classroom observations

Leading Others | Teacher Leaders, Head Librarians, Instructional Specialists, Lead Counselors, etc

Leads a team and is responsible for delivering results through others

PASSION FOR RESULTS

Leading for Equitable Outcomes

- Lead and model student data analysis, in such a way, that it avoids depersonalizing student data, to ensure that every individual child is considered and closely monitored to ensure student growth.
- See the differences in all stakeholders and value them to ensure that culturally relevant lessons are embedded into the curriculum.
- Provide professional learning to colleagues on culturally relevant pedagogy and how to embed strategies in all lessons.
- Be willing to have honest conversations with colleagues who openly share their deficit thinking about the students we teach.
- Lead the PLC in creating norms that foster high expectations and hold team accountable for adhering to these norms.
- Lead formative and summative assessment data meetings to identify TEKS that need to be retaught and students that are not making progress.
- Disaggregate data to track achievement and growth for all student sub-groups based on your campus. .
- Identify instructional needs based on previous year's accountability reports.
- Provide professional learning on learning styles and multiple intelligences.
- Lead staff development on understanding the social and cultural capital of your school.
- Use district bias training to create a voluntary cohort focusing dialogue and discourse around self-identified bias.
- Provide staff development to colleagues on cultural relevant pedagogy and how to embed strategies in all lessons.
- Identify a trusted colleague or peer to complete the cultural proficiency framework for observation and feedback.
- Create a data wall display that personalizes data in such a way that it puts a face to a data point and physically represents student progress.
- Share culturally relevant materials with curriculum coordinators.
- Participate in district curriculum creation in the summer.

Find opportunities to...

Leading Others | Teacher Leaders, Head Librarians, Instructional Specialists, Lead Counselors, etc

Leads a team and is responsible for delivering results through others

HEART FOR OTHERS

Effective Communication

- Coach colleagues in planning for and navigating difficult conversations.
- Observe difficult conversations between administrators and stakeholders, when appropriate. Reflect on how the administrator diffuses situations and comes to resolution.
- Reflect on audiences and differentiate your communication approach to meet the desired goal.

Find opportunities to...

Collaborative Relationships

- Lead or facilitate a PLC
- Develop a parent education or community building program for your campus
- Develop a community partnership unit for a certain grade level/content area (project-based).
- Establish a new community partnership to address a prioritized need on your campus/group of campuses

Leading Others | Teacher Leaders, Head Librarians, Instructional Specialists, Lead Counselors, etc

Leads a team and is responsible for delivering results through others

Find opportunities to...

- Identify and recognize desired behaviors in staff and students with department, PLC, or grade level team
- Create a system with-in your grade level team that celebrates your students collectively that aligns with your campus (or our district) values, goals, vision, and mission
- Participate in campus committees that recognize students and families
- Work with campus PTA to help organize and plan opportunities to recognize students and families

HEART FOR OTHERS

Recognition of Others

Leading Leaders

Draft

Leading Leaders | Assistant Principals

Delivers results through other leaders; develops their skills and creates conditions for them to succeed

COMMITMENT TO GROWTH

Capacity Development

- Develop and facilitate a district-based professional learning offering
- Facilitate and design campus leadership team or campus improvement team meetings as facilitator, create the goals of the team, both related to student data and improving practice.
- Mentor a colleague, over a period of time, with an LTO competency. Identify mentorship skills to practice. Evaluate success using mentee feedback.
- Design a structure to distribute leadership to others on your team. Delegate and monitor the work. Your mentor will act as a collaborator/partner to help you solve problems and hold the team accountable to quality outcomes.
- Work with team to identify goal areas, activities and support needed for team/dept growth
- Convene a team around the campus improvement plan. Facilitate the creation of 2-3 goals for the team, determine working structures & a progress monitoring plan
- Design team meetings around a professional learning objective. Facilitate the creation of 2-3 goals for the team, determine working structures & a progress monitoring plan
- Design a structure to distribute leadership to others on your team. Delegate the work and create spaces for meaningful collaboration

Find opportunities to...

Leading Leaders | Assistant Principals

Delivers results through other leaders; develops their skills and creates conditions for them to succeed

COMMITMENT TO GROWTH

Values-Driven, Data Informed

- Develop and maintain an awareness board to use in order to continuously monitor school-wide data
- Identify campus data sets that will be routinely reviewed by leadership teams to monitor progress towards campus goals
- Coach campus leaders in using progress monitoring protocols and process for analyzing data
- With principal permission conduct a survey/audit of where the organization is to determine alignment with values and share the results with the staff. Create a committee to problem solve concerns and solutions.
- Coach departments and teams on the use of a data protocol for monitoring progress towards team/dept goals
- Hold a weekly instructional leadership meeting.
- Lead campus data meetings and reflect over what went well and what you would do differently next time.
- Lead teams in developing a list of day-to-day team actions that exemplify and support campus core values.
- **PEOPLE FIRST:** lead professional learning sessions and scheduling weekly coaching sessions for individuals responsible for leading others.
- **CULTIVATING CULTURE:** monitoring the utilization of data in planning, ensuring research- based relational practices are utilized in discipline, and SEL components are considered when working with students and management of student behavior.
- **CONTINUOUS LEARNING:** lead professional learning sessions on topics such as: growth mindset, differentiated learning, and innovative learning.
- **COMMITMENT TO COMMUNITY:** attend and helping to plan feeder pattern events, school community events.
- Develop a system for monitoring the implementation of instructional practices such as weekly meetings with instructional leaders, and providing ongoing feedback.
- Utilize input from staff and committees to engage in inclusive-decision making to develop and implement the campus improvement plan.
- Seek opportunities to engage staff in the decision-making process such as providing leadership for collection of CNA data, CNA implementation, developing and communicating results of staff surveys, and developing the campus improvement plan.
- Provide leadership and oversight for campus based decision- making committees such as CNA, professional learning and CIP committees.
- Create a schedule for coaching sessions and leadership development of campus leaders.
- Create a step-by-step process for conducting 1-2 data review sessions with teams to analyze data and create plans to reach goals

Find opportunities to...

Leading Leaders | Assistant Principals

Delivers results through other leaders; develops their skills and creates conditions for them to succeed

Visionary Leadership

- Cast the vision for your campus.
- View your leadership of others through the lens of the campus vision.
- Ask your team how your actions contribute to and hinder the vision of the campus.
- Empower others to take ownership of the vision.
- Manage the campus strategic plan-or CIP-lead the committee that creates it and operationalize it across the campus, assess its efficacy.
- Create a map aligning department team goals to campus goals to district goals and vision. Develop 2-3 key outcomes and a plan for attaining those goals

Find opportunities to...

Achievement Oriented

- Plan and lead a campus Facilitator PLC
- Design a plan to improve student performance school-wide. Use data and feedback to formulate and execute the plan.
- Be the admin in charge of SPED or RTI-gather feedback about both programs. Redesign processes based on feedback to make them better-implement changes-assess and evaluate what happens. Periodically review data to ensure processes are achieving desired outcomes
- Gather stakeholder feedback to identify barriers to college attendance for students at the campus. Design solutions to break down those barriers. Implement them.
- Develop a way to chart progress of all teams you manage – set benchmarks and measures of success along the way
- Research strategies to help teachers establish a growth mindset classroom and collaborate with teacher leaders to deliver professional learning on best practices
- Outline a series of professional learning through various sources – podcasts, books, articles – and share your plan and reflections with teams
- Identify a critical need or campus area of focus and develop a plan for creating positivity and optimism among staff around that issue

Leading Leaders | Assistant Principals

Delivers results through other leaders; develops their skills and creates conditions for them to succeed

Find opportunities to...

- Foster a culture with a post-secondary focus.
- Provide professional learning on culturally responsive teaching and create systems that honor and celebrate all cultures and backgrounds.
- Provide professional learning that supports campus needs based on how students learn: i.e. identified student strengths and weaknesses according to IEPs or Language Assessments such as TELPAS, student preferred learning methods identified through student surveys, and varied use of differentiation instructional methods.
- Survey parents and students to allow a shared voice and opportunity for decision making.
- Ensure that justifications for all decisions (i.e. discipline and attendance) are consistently based on the same criteria. If not, brainstorm solutions for addressing bias.
- Submit a proposal to the Mesquite Professional Learning Department to lead a session on one of the following topics (poverty, bias, mindset, grit, empathy, etc.).
- Serve on the district or campus LET team.
- Organize and lead an equity book club
- Design a mechanism to measure the current state of student's socioemotional needs and work with a team to develop a plan of support

Leading Leaders | Assistant Principals

Delivers results through other leaders; develops their skills and creates conditions for them to succeed

Find opportunities to...

HEART FOR OTHERS

Effective Communication

- Observe difficult conversations between principal and stakeholders, when appropriate. Reflect on how the principal diffuses situations and comes to resolution.
- Mediate difficult conversations between students or between staff members.
- Practice active listening and paraphrasing during conversations with any stakeholders. Reflect on how this changes conversations.
- Ask a colleague to review written communication and provide feedback (Is the message courteous and clear?)
- Organize and manage parent engagement and support. Develop a regular cadence, topics and distribute leadership/responsibility among other staff
- Refresh regular campus internal communication with your teams through appropriate channels – google site, email, social media, etc. –and connect your content to a campus/district goal, Leadership Definition behavior or instructional element

Collaborative Relationships

- Work with a lower-functioning team or PLC to improve group dynamics, effectiveness, and productivity
- Create a plan and purpose to engage stakeholders with the campus around a specific goal from CIP
- Plan and host a community meeting to gather input and foster partnerships.
- Mediate difficult conversations between staff to help achieve consensus.
- Design structures to engage parents and community members in the school- preferably in collaboration to solve a significant problem on campus
- Incorporate peer observations and create protocols for staff to observe goals in action and debrief results

Leading Leaders | Assistant Principals

Delivers results through other leaders; develops their skills and creates conditions for them to succeed

Find opportunities to...

- Create a system that includes intentional ways you will give individual and group praise and feedback to teachers throughout the year. Make this something you could turn around and put into place. Note: this is not just cookies in the lounge
- Develop and implement a system to get input from PLC facilitators about what's working well within higher functioning teams and share this information with others in a way that celebrates their achievements.
- Work closely with the building principal to implement a recognition system for the campus to reinforce the positive behaviors for staff and students
- Model, support, and recognize desired behaviors in staff and students on a daily basis to ensure fidelity
- Participate in or facilitate a campus committee that spends time reflecting on the success of the current campus recognition systems and develop aspects that would increase its success
- Provide specific and intentional feedback to PLCs so that facilitators and team members know areas of strengths and opportunities for improvement
- Create a system for staff members to celebrate each other throughout the year

HEART FOR OTHERS

Recognition of Others

Leading Campus

Draft

Leading Leaders | Principals

Is accountable for the culture and performance of the campus

Find opportunities to...

- Visit other campus staff meetings or professional learning sessions. Write a reflection about how you would support implementation and ensure learning is moving into classroom practice.
- Develop a distributive leadership plan for your campus. Who is helping you do the work of leading? Monitoring instruction? What is the plan to set expectations for these people and hold them accountable? What is your evidence of their positive impact on campus, instruction, and growing teachers?
- Partner with another administrator to coach you on delivering effective feedback. Be coached over an extended period of time. Ask him to review written feedback and observe feedback sessions with teachers. Ask for feedback from the coach. How do you accept feedback from others without being defensive? How do you take suggestions and put them into action?
- Design a structure to distribute leadership to others on your team. Delegate the work and create spaces for meaningful collaboration

COMMITMENT TO GROWTH

Capacity Development

Leading Leaders | Principals

Is accountable for the culture and performance of the campus

Find opportunities to...

COMMITMENT TO GROWTH

Values-Driven, Data Informed

- Create a plan that outlines your beliefs, expectations, and how you will hold teachers accountable (including PL, PLCs, DDI, etc.).
- Create a plan that outlines your process for hiring. Who will help? What will the interview process look like? What are you looking for in a candidate and how do you ensure your staff reflects the diversity of your students? What will be some of your 'go to' questions?
- Work with a team to identify campus core values. Use these core values to create systems for improvement based on data.
- Do an equity audit of school's data. Look for gaps in achievement and discipline data. Design a solution. Implement it.
- Create a **core values** matrix that will be used in identifying and hiring performance-oriented people demonstrating characteristics that add value to the campus culture and support the campus vision.
- **PEOPLE FIRST:** develop capacity by engaging in activities such as: weekly leadership team coaching, regular monitoring of progress towards campus goals, identifying 4-5 professional learning opportunities for the year, and creating a process for identifying and supporting potential leaders.
- **CULTIVATING CULTURE:** ensure all staff understand the tenets and mission of AYO, all staff have been provided professional development on relational practices and embedding SEL into daily campus practices.
- **CONTINUOUS LEARNING:** Conduct a BOY, MOY, and EOY "State of the Campus" using data sets. Review with staff to evaluate campus effectiveness and drive decisions
- **COMMITMENT TO COMMUNITY:** Engage and partner with community organizations; host community events on campus.
- Schedule weekly meetings with instructional leadership team to keep eyes on student achievement and growth, teacher performance, and instructional leader growth and performance.
- Identifying and providing opportunities for inclusive-decision making such as committees, suggestion boxes, and surveys.
- Conduct a staff survey in August, December, and May to evaluate campus needs and utilize the input to make key decisions.
- Utilize input from the staff to make key decisions in developing and implementing the CIP.
- Create a system of checks and balances in alignment with the core values to ensure challenging decisions are made with those in mind such as visual reminders of your why, SBDM, CIP on your desk, and consulting others.

Leading Leaders | Principals

Is accountable for the culture and performance of the campus

Visionary Leadership

- Engage in listening sessions to encapsulate what all educational partners view as the future for the organization.
- Develop an inspirational vision that leads all actions toward the goals and aspirations for the campus.
- Utilize the vision statement in the operation of your leadership.
- Proactively express how the vision of the organization impacts all the decisions and actions of the organization.
- Effectively communicate with all stakeholders the vision and the steps the campus will take to move toward the vision.
- Develop a stakeholder map of all your internal (students, teachers, campus leaders) and external constituents (parents, community, Central Office) and outline a commitment of interactions and outcomes you will achieve with each
- Establish a mechanism to communicate connection between school and district vision and provide visual and regular updates and opportunities for input

Find opportunities to...

Achievement Oriented

- What will be your 30 day entry plan? 60 day? 90 day? What needs to be established first? What small goals will you set along the way? Who will help? How will you ensure implementation is monitored?
- Do an equity audit of the school data. Look for gaps in achievement and discipline data. Design a solution. Implement it.
- Set high expectations for teacher practice and student achievement and monitor the implementation of the expectations.

Leading Leaders | Principals

Is accountable for the culture and performance of the campus

Find opportunities to...

- Create a plan that outlines your beliefs, expectations, and how you will hold teachers accountable (including PL, PLCs, DDI, etc.).
- Form a committee to brainstorm ways to improve post-secondary focus/options and implement findings.
- Build parent and community partnerships to address student needs. Provide opportunities for open communication between parents and campus leaders. i.e. parents serving on PTA, campus committees, and open volunteer opportunities.
- Evaluate recruitment strategies and the criteria for candidate selection.
- See the differences in all stakeholders (students, teachers, parents, community) and value it in such a way that school policies and practices are inclusive of all cultures and backgrounds.
- Design a plan to understand/improve equitable practices on campus/across sub set of campuses
- Study school's historical data and identify trends in students with the lowest achievement outcomes. Develop a plan to help teacher leaders design 2-3 specific actions to push growth in 1-2 academic areas

PASSION FOR RESULTS

Leading for Equitable Outcomes

Leading Leaders | Principals

Is accountable for the culture and performance of the campus

Find opportunities to...

HEART FOR OTHERS

Effective Communication

- Evaluate campus communication systems (newsletters, websites, meetings) for efficiency and clarity. Ask to review the systems of another campus and compare.
- Ask another principal or EDLD to review campus communication systems and provide feedback
- Ask a colleague to observe, when appropriate, a difficult conversation and give feedback
- Survey campus staff or leadership team anonymously to ask for input on areas for improvement in communication
- Monitor community engagement on social media and brainstorm ways to increase the engagement.
- Conduct focus groups within campus to create an asset map/needs assessment. Form working teams to address needs assessment and take 2-3 clear actions
- Design cross-departmental feedback rounds and protocol. Engage staff to use the protocol around a strategic goal in the campus improvement plan
- Refresh your external and digital engagement and connect your content to a campus/district goal, Leadership Definition behavior or instructional element

Collaborative Relationships

- Develop and facilitate a committee of stakeholders to build community and a collaborative school culture
- Organize and facilitate a group of colleagues working on shared goals or problems of practice
- Solicit ideas from staff on pressing issues and ways to increase joy on your campus. Design and implement at least 5 activities that address issues, recognize goals and celebrate successes
- Identify a possible conflict among staff and proactively address the situation to reach a compromise

Leading Leaders | Principals

Is accountable for the culture and performance of the campus

Find opportunities to...

HEART FOR OTHERS

Recognition of Others

- Create and implement an ongoing recognition system or schedule for staff and students that reinforces behaviors/actions that are aligned to the district's core values and the campus's mission or vision.
- Ensure the campus mission, vision, and goals are visible to all stakeholders.
- Develop and implement a system that regularly informs the broader school community of school and classroom achievements
- Create a campus committee that spends time honestly reflecting on the success of the current campus recognition systems and develops aspects that would increase its success
- Reflect on the impact the current recognition efforts have on students in the areas of achievement, attendance, and school engagement.
- Provide regular praise and encouragement to individual staff members
- Provide specific praise to classroom teachers after classroom walkthroughs
- Create opportunities to recognize the efforts and contributions of student's parents and families
- Create 2-3 classroom/campus look fors and implement spotlight awards with staff who consistently meet expectations

By Leadership Competency

Draft

Capacity Development

Draft

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

Leading Self

- Identify mentorship skills to practice. Set clear goals and evaluate success using mentee feedback
- Design a structure to support peer to peer coaching. Determine plans for setting growth goals. Create learning opportunities to train on coaching and give feedback to others.
- Participate in peer learning walks or classroom visits during planning periods

Leading Others

- Attend Coaching Professional Learning designated to support instructional coaching
- Lead or facilitate a PLC
- Lead teams in creating a set of norms or guiding principles that the team agrees to honor.
- Develop and/or facilitate campus-based professional learning aligned to campus goals
- Serve as a mentor liaison for your campus
- Work collaboratively with teacher leaders to develop a professional development plan that increases capacity.
- Design team meetings around a professional learning objective. Facilitate the creation of 2-3 goals for the team, determine working structures & a progress monitoring plan

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

Leading Leaders

- Develop and facilitate a district-based professional learning offering
- Facilitate and design campus leadership team or campus improvement team meetings as facilitator, create the goals of the team, both related to student data and improving practice.
- Mentor a colleague, over a period of time, with an LTO competency. Identify mentorship skills to practice. Evaluate success using mentee feedback.
- Design a structure to distribute leadership to others on your team. Delegate and monitor the work. Your mentor will act as a collaborator/partner to help you solve problems and hold the team accountable to quality outcomes.
- Work with team to identify goal areas, activities and support needed for team/dept growth
- Convene a team around the campus improvement plan. Facilitate the creation of 2-3 goals for the team, determine working structures & a progress monitoring plan
- Design team meetings around a professional learning objective. Facilitate the creation of 2-3 goals for the team, determine working structures & a progress monitoring plan
- Design a structure to distribute leadership to others on your team. Delegate the work and create spaces for meaningful collaboration

Leading the Campus

- Visit other campus staff meetings or professional learning sessions. Write a reflection about how you would support implementation and ensure learning is moving into classroom practice.
- Develop a distributive leadership plan for your campus. Who is helping you do the work of leading? Monitoring instruction? What is the plan to set expectations for these people and hold them accountable? What is your evidence of their positive impact on campus, instruction, and growing teachers?
- Partner with another administrator to coach you on delivering effective feedback. Be coached over an extended period of time. Ask him to review written feedback and observe feedback sessions with teachers. Ask for feedback from the coach. How do you accept feedback from others without being defensive? How do you take suggestions and put them into action?
- Design a structure to distribute leadership to others on your team. Delegate the work and create spaces for meaningful collaboration

Values-Driven, Data Informed

Draft

Makes decisions driven by values and informed by data

Leading Self

- Develop a clearly defined statement of your WHY and identify a short list of core values based on your WHY
- Develop a personal vision statement aligned with campus core values
- **PEOPLE FIRST:** Pursue professional learning opportunities such as pay for knowledge, book studies, webinars, reading articles, coaching, and observations.
- **CULTIVATING CULTURE:** Use AYO in the classroom to tailor instruction to student interest, using research- based relational practices in the classroom, and consistent embedding of SEL components in instructional practices.
- **CONTINUOUS LEARNING:** Participate in specific professional learning sessions, such as: Growth Mindset, Differentiated learning, and Innovative learning.
- **COMMITMENT TO COMMUNITY:** Attend and help plan feeder pattern and school community events
- Monitor and respond to student progress by routinely implementing instructional practices such as aggressive monitoring, using CFA, ERG, and quintile data.
- Engage in inclusive decision-making by participating in campus committees such as professional learning, PTA, and SBDM.
- Utilize relevant data (surveys, discipline reports, student achievement, etc) in decision making to ensure alignment of classroom systems, culture, and norms with core values.

Makes decisions driven by values and informed by data

Leading Others

- Lead teams in connecting the personal statements of their WHY to the work as a team.
- Train and develop team capacity in the area of utilizing resources to monitor student progress, such as ERG, IQ analysis, Lead4ward field guides, aggressive monitoring trackers and quintile data reports.
- Use data to analyze, pinpoint, and propose a solution to a school-wide problem. With approval, implement the solution and evaluate its effectiveness.
- Utilize Professional Learning days to provide update on campus vision and progress towards goals
- Engage in inclusive decision-making by leading/chairing campus committees and engaging teams in collaborative work.
- Visit other campuses or watch recorded DDI protocol meetings. Reflect over the leadership strategies used in the meeting.
- Actively engage team members in making key decisions about instruction and student progress by facilitating data meetings.
- Lead teacher leaders in the process for facilitating and leading team data meetings.
- **PEOPLE FIRST:** Lead development of team capacity by engaging in activities such as: leading professional learning sessions, conducting book studies, facilitating coaching sessions, attending DDI and Solutions Tree training.
- Cultivating Culture: lead professional learning sessions such as: AYO in the classroom, using relational practices in the classroom, and embedding SEL components in instructional practices
- **CONTINUOUS LEARNING:** lead professional learning sessions such as: Growth Mindset, Differentiated learning, and Innovative learning
- **COMMITMENT TO COMMUNITY:** attend and help to plan feeder pattern events, school community events.

Makes decisions driven by values and informed by data

Leading Leaders

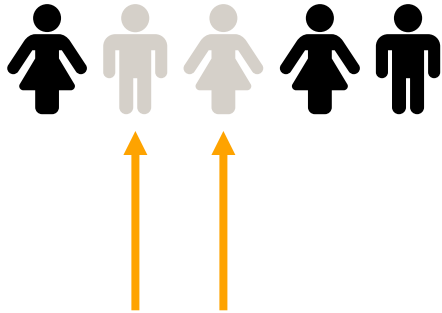
- Develop and maintain an awareness board to use in order to continuously monitor school-wide data
- Identify campus data sets that will be routinely reviewed by leadership teams to monitor progress towards campus goals
- Coach campus leaders in using progress monitoring protocols and process for analyzing data
- With principal permission conduct a survey/audit of where the organization is to determine alignment with values and share the results with the staff. Create a committee to problem solve concerns and solutions.
- Coach departments and teams on the use of a data protocol for monitoring progress towards team/dept goals
- Hold a weekly instructional leadership meeting.
- Lead campus data meetings and reflect over what went well and what you would do differently next time.
- Lead teams in developing a list of day-to-day team actions that exemplify and support campus core values.
- **PEOPLE FIRST:** lead professional learning sessions and scheduling weekly coaching sessions for individuals responsible for leading others.
- **CULTIVATING CULTURE:** monitoring the utilization of data in planning, ensuring research- based relational practices are utilized in discipline, and SEL components are considered when working with students and management of student behavior.
- **CONTINUOUS LEARNING:** lead professional learning sessions on topics such as: growth mindset, differentiated learning, and innovative learning.
- **COMMITMENT TO COMMUNITY:** attend and helping to plan feeder pattern events, school community events.
- Develop a system for monitoring the implementation of instructional practices such as weekly meetings with instructional leaders, and providing ongoing feedback.
- Utilize input from staff and committees to engage in inclusive-decision making to develop and implement the campus improvement plan.
- Seek opportunities to engage staff in the decision-making process such as providing leadership for collection of CNA data, CNA implementation, developing and communicating results of staff surveys, and developing the campus improvement plan.
- Provide leadership and oversight for campus based decision- making committees such as CNA, professional learning and CIP committees.
- Create a schedule for coaching sessions and leadership development of campus leaders.
- Create a step-by-step process for conducting 1-2 data review sessions with teams to analyze data and create plans to reach goals

Makes decisions driven by values and informed by data

Leading the Campus

- Create a plan that outlines your beliefs, expectations, and how you will hold teachers accountable (including PL, PLCs, DDI, etc.).
- Create a plan that outlines your process for hiring. Who will help? What will the interview process look like? What are you looking for in a candidate and how do you ensure your staff reflects the diversity of your students? What will be some of your 'go to' questions?
- Work with a team to identify campus core values. Use these core values to create systems for improvement based on data.
- Do an equity audit of school's data. Look for gaps in achievement and discipline data. Design a solution. Implement it.
- Create a **core values** matrix that will be used in identifying and hiring performance-oriented people demonstrating characteristics that add value to the campus culture and support the campus vision.
- **PEOPLE FIRST:** develop capacity by engaging in activities such as: weekly leadership team coaching, regular monitoring of progress towards campus goals, identifying 4-5 professional learning opportunities for the year, and creating a process for identifying and supporting potential leaders.
- **CULTIVATING CULTURE:** ensure all staff understand the tenets and mission of AYO, all staff have been provided professional development on relational practices and embedding SEL into daily campus practices.
- **CONTINUOUS LEARNING:** Conduct a BOY, MOY, and EOY "State of the Campus" using data sets. Review with staff to evaluate campus effectiveness and drive decisions
- **COMMITMENT TO COMMUNITY:** Engage and partner with community organizations; host community events on campus.
- Schedule weekly meetings with instructional leadership team to keep eyes on student achievement and growth, teacher performance, and instructional leader growth and performance.
- Identifying and providing opportunities for inclusive-decision making such as committees, suggestion boxes, and surveys.
- Conduct a staff survey in August, December, and May to evaluate campus needs and utilize the input to make key decisions.
- Utilize input from the staff to make key decisions in developing and implementing the CIP.
- Create a system of checks and balances in alignment with the core values to ensure challenging decisions are made with those in mind such as visual reminders of your why, SBDM, CIP on your desk, and consulting others.

Anticipate Vacancy



Analyze our talent pool



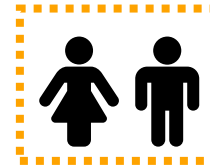
Ready

High Potential

Develop



Assess progress throughout the year(s)



Visionary Leadership

Draft

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

Leading Self

- Set big goals for your classroom and communicate this with others in a way that they can name your goals.
- Develop your “Why” and be able to speak to your purpose in education.
- Teach students the campus vision and highlight the vision's values and attributes during instruction
- Reflect on your practice and how it aligns to the campus vision.
- Seek professional learning opportunities about practices that strengthen and support the vision.

Leading Others

- Work collaboratively with your team to set big goals for the team and find multiple ways to communicate these goals regularly.
- Communicate your “Why” with others and on social media.
- View your leadership of others through the lens of the campus vision.
- Ask your team how your actions contribute to the vision of the campus.
- Refer to the campus vision when communicating with the team.
- Lead the team in developing/revising/reviewing the vision to ensure relevancy and advancement of the vision.

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

Leading Leaders

- Cast the vision for your campus.
- View your leadership of others through the lens of the campus vision.
- Ask your team how your actions contribute to and hinder the vision of the campus.
- Empower others to take ownership of the vision.
- Manage the campus strategic plan-or CIP-lead the committee that creates it and operationalize it across the campus, assess its efficacy.
- Create a map aligning department team goals to campus goals to district goals and vision. Develop 2-3 key outcomes and a plan for attaining those goals

Leading the Campus

- Engage in listening sessions to encapsulate what all educational partners view as the future for the organization.
- Develop an inspirational vision that leads all actions toward the goals and aspirations for the campus.
- Utilize the vision statement in the operation of your leadership.
- Proactively express how the vision of the organization impacts all the decisions and actions of the organization.
- Effectively communicate with all stakeholders the vision and the steps the campus will take to move toward the vision.
- Develop a stakeholder map of all your internal (students, teachers, campus leaders) and external constituents (parents, community, Central Office) and outline a commitment of interactions and outcomes you will achieve with each
- Establish a mechanism to communicate connection between school and district vision and provide visual and regular updates and opportunities for input

Achievement Oriented

Draft

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

Leading Self

- Evaluate your own practice and use student learning data and classroom walk through data, to strive for ongoing improvement.
- Reflect on the PLC leader's actions during a PLC
- Attend a campus Facilitator PLC
- Participate in peer learning walks or classroom visits during planning periods

Leading Others

- Find ways to grow other teachers and monitor your evidence of impact.
- Lead a PLC or department meeting
- Set goals with a PLC or dept and monitor the progress of the goals
- Participate in peer learning walks or classroom visits during planning periods and debrief strengths and areas for improvement
- PLC Lead and IS: Work with administration to calibrate classroom observations

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

Leading Leaders

- Plan and lead a campus Facilitator PLC
- Design a plan to improve student performance school-wide. Use data and feedback to formulate and execute the plan.
- Be the admin in charge of SPED or RTI-gather feedback about both programs. Redesign processes based on feedback to make them better-implement changes-assess and evaluate what happens. Periodically review data to ensure processes are achieving desired outcomes
- Gather stakeholder feedback to identify barriers to college attendance for students at the campus. Design solutions to break down those barriers. Implement them.
- Develop a way to chart progress of all teams you manage – set benchmarks and measures of success along the way
- Research strategies to help teachers establish a growth mindset classroom and collaborate with teacher leaders to deliver professional learning on best practices
- Outline a series of professional learning through various sources – podcasts, books, articles – and share your plan and reflections with teams
- Identify a critical need or campus area of focus and develop a plan for creating positivity and optimism among staff around that issue

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

Leading the Campus

- What will be your 30 day entry plan? 60 day? 90 day? What needs to be established first? What small goals will you set along the way? Who will help? How will you ensure implementation is monitored?
- Do an equity audit of the school data. Look for gaps in achievement and discipline data. Design a solution. Implement it.
- Set high expectations for teacher practice and student achievement and monitor the implementation of the expectations.

Leading for Equitable Outcomes

Draft

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

Leading Self

- Use formative and/or summative assessment data to provide before, during and after school intervention and enrichment activities to meet the needs of all students.
- Take Harvard's IAT (<https://implicit.harvard.edu/implicit/takeatest.html>) self-assessment to better understand explicit or unconscious (implicit) bias.
- Maintain high expectations for ALL students.
- Ensure that justifications for all decisions, both academic and discipline, are consistently based on the same criteria.
- Consider different learning styles and multiple intelligences for students to communicate and participate in the classroom in multiple ways.
- Have a clear understanding of culturally relevant pedagogy.
- Understand poverty, mindset, grit, and empathy and how to use it to empower students to be intrinsically motivated.
- Participate in the PLC and attend prepared to ensure that all students are successful.
- Use goal setting sheet to track each students' and each classes' successes.
- Create class mission and vision statements with the students' input.
- Use Data folders/ (Plus/ delta systems as a class)
- Work with PLC to develop CFAs
- Provide supplemental aides LEP/ SIOP strategies
- Identify and refer students who are not meeting grade-level expectations to MTSS
- Attend PD/ access resources for best instructional practices

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

Leading Others

- Lead and model student data analysis, in such a way, that it avoids depersonalizing student data, to ensure that every individual child is considered and closely monitored to ensure student growth.
- See the differences in all stakeholders and value them to ensure that culturally relevant lessons are embedded into the curriculum.
- Provide professional learning to colleagues on culturally relevant pedagogy and how to embed strategies in all lessons.
- Be willing to have honest conversations with colleagues who openly share their deficit thinking about the students we teach.
- Lead the PLC in creating norms that foster high expectations and hold team accountable for adhering to these norms.
- Lead formative and summative assessment data meetings to identify TEKS that need to be retaught and students that are not making progress.
- Disaggregate data to track achievement and growth for all student sub-groups based on your campus. .
- Identify instructional needs based on previous year's accountability reports.
- Provide professional learning on learning styles and multiple intelligences.
- Lead staff development on understanding the social and cultural capital of your school.
- Use district bias training to create a voluntary cohort focusing dialogue and discourse around self-identified bias.
- Provide staff development to colleagues on cultural relevant pedagogy and how to embed strategies in all lessons.
- Identify a trusted colleague or peer to complete the cultural proficiency framework for observation and feedback.
- Create a data wall display that personalizes data in such a way that it puts a face to a data point and physically represents student progress.
- Share culturally relevant materials with curriculum coordinators.
- Participate in district curriculum creation in the summer.

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

Leading Leaders

- Foster a culture with a post-secondary focus.
- Provide professional learning on culturally responsive teaching and create systems that honor and celebrate all cultures and backgrounds.
- Provide professional learning that supports campus needs based on how students learn: i.e. identified student strengths and weaknesses according to IEPs or Language Assessments such as TELPAS, student preferred learning methods identified through student surveys, and varied use of differentiation instructional methods.
- Survey parents and students to allow a shared voice and opportunity for decision making.
- Ensure that justifications for all decisions (i.e. discipline and attendance) are consistently based on the same criteria. If not, brainstorm solutions for addressing bias.
- Submit a proposal to the Mesquite Professional Learning Department to lead a session on one of the following topics (poverty, bias, mindset, grit, empathy, etc.).
- Serve on the district or campus LET team.
- Organize and lead an equity book club
- Design a mechanism to measure the current state of student's socioemotional needs and work with a team to develop a plan of support

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

- Create a plan that outlines your beliefs, expectations, and how you will hold teachers accountable (including PL, PLCs, DDI, etc.).
- Form a committee to brainstorm ways to improve post-secondary focus/options and implement findings.
- Build parent and community partnerships to address student needs. Provide opportunities for open communication between parents and campus leaders. i.e. parents serving on PTA, campus committees, and open volunteer opportunities.
- Evaluate recruitment strategies and the criteria for candidate selection.
- See the differences in all stakeholders (students, teachers, parents, community) and value it in such a way that school policies and practices are inclusive of all cultures and backgrounds.
- Design a plan to understand/improve equitable practices on campus/across sub set of campuses
- Study school's historical data and identify trends in students with the lowest achievement outcomes. Develop a plan to help teacher leaders design 2-3 specific actions to push growth in 1-2 academic areas

Effective Communication

Draft

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

Leading Self

- Evaluate your own systems for communicating with parents and colleagues, and reading and responding to emails/phone messages
- Ask a colleague to review written communication and provide feedback (Is the message courteous and clear, etc)
- Create and utilize a parent communication log

Leading Others

- Coach colleagues in planning for and navigating difficult conversations.
- Observe difficult conversations between administrators and stakeholders, when appropriate. Reflect on how the administrator diffuses situations and comes to resolution.
- Reflect on audiences and differentiate your communication approach to meet the desired goal.

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

Leading Leaders

- Observe difficult conversations between principal and stakeholders, when appropriate. Reflect on how the principal diffuses situations and comes to resolution.
- Mediate difficult conversations between students or between staff members.
- Practice active listening and paraphrasing during conversations with any stakeholders. Reflect on how this changes conversations.
- Ask a colleague to review written communication and provide feedback (Is the message courteous and clear?)
- Organize and manage parent engagement and support. Develop a regular cadence, topics and distribute leadership/responsibility among other staff
- Refresh regular campus internal communication with your teams through appropriate channels – google site, email, social media, etc. –and connect your content to a campus/district goal, Leadership Definition behavior or instructional element

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

Leading the Campus

- Evaluate campus communication systems (newsletters, websites, meetings) for efficiency and clarity. Ask to review the systems of another campus and compare.
- Ask another principal or EDLD to review campus communication systems and provide feedback
- Ask a colleague to observe, when appropriate, a difficult conversation and give feedback
- Survey campus staff or leadership team anonymously to ask for input on areas for improvement in communication
- Monitor community engagement on social media and brainstorm ways to increase the engagement.
- Conduct focus groups within campus to create an asset map/needs assessment. Form working teams to address needs assessment and take 2-3 clear actions
- Design cross-departmental feedback rounds and protocol. Engage staff to use the protocol around a strategic goal in the campus improvement plan
- Refresh your external and digital engagement and connect your content to a campus/district goal, Leadership Definition behavior or instructional element

Collaborative Relationships

Draft

Develops partnerships and meaningful relationships with people from diverse experiences.

Leading Self

- Actively contribute to PLCs and encourage participation of other team members
- Collaborate with team members to build strong systems for parent/community communication
- Implement strategies to maximize student voice in your classroom and ensure all students are included

Leading Others

- Lead or facilitate a PLC
- Develop a parent education or community building program for your campus
- Develop a community partnership unit for a certain grade level/content area (project-based).
- Establish a new community partnership to address a prioritized need on your campus/group of campuses

Develops partnerships and meaningful relationships with people from diverse experiences.

Leading Leaders

- Work with a lower-functioning team or PLC to improve group dynamics, effectiveness, and productivity
- Create a plan and purpose to engage stakeholders with the campus around a specific goal from CIP
- Plan and host a community meeting to gather input and foster partnerships.
- Mediate difficult conversations between staff to help achieve consensus.
- Design structures to engage parents and community members in the school- preferably in collaboration to solve a significant problem on campus
- Incorporate peer observations and create protocols for staff to observe goals in action and debrief results

Leading the Campus

- Develop and facilitate a committee of stakeholders to build community and a collaborative school culture
- Organize and facilitate a group of colleagues working on shared goals or problems of practice
- Solicit ideas from staff on pressing issues and ways to increase joy on your campus. Design and implement at least 5 activities that address issues, recognize goals and celebrate successes
- Identify a possible conflict among staff and proactively address the situation to reach a compromise

Recognition of Others

Draft

Celebrates and recognizes the impact and value of people.

Leading Self

- Evaluate your own systems for recognizing students in your classroom
- Spend time with other teachers (campus or district) learning how they recognize the growth of their students
- Find meaningful ways to recognize students individually and collectively
- Develop a plan to consistently contact parents and families to share their child's accomplishments. Be specific with praise.
- Participate in your campus's incentive system
- Find ways to recognize and encourage fellow staff members

Leading Others

- Identify and recognize desired behaviors in staff and students with department, PLC, or grade level team
- Create a system with-in your grade level team that celebrates your students collectively that aligns with your campus (or our district) values, goals, vision, and mission
- Participate in campus committees that recognize students and families
- Work with campus PTA to help organize and plan opportunities to recognize students and families

Celebrates and recognizes the impact and value of people.

Leading Leaders

- Create a system that includes intentional ways you will give individual and group praise and feedback to teachers throughout the year. Make this something you could turn around and put into place. Note: this is not just cookies in the lounge
- Develop and implement a system to get input from PLC facilitators about what's working well within higher functioning teams and share this information with others in a way that celebrates their achievements.
- Work closely with the building principal to implement a recognition system for the campus to reinforce the positive behaviors for staff and students
- Model, support, and recognize desired behaviors in staff and students on a daily basis to ensure fidelity
- Participate in or facilitate a campus committee that spends time reflecting on the success of the current campus recognition systems and develop aspects that would increase its success
- Provide specific and intentional feedback to PLCs so that facilitators and team members know areas of strengths and opportunities for improvement
- Create a system for staff members to celebrate each other throughout the year

Celebrates and recognizes the impact and value of people.

Leading the Campus

- Create and implement an ongoing recognition system or schedule for staff and students that reinforces behaviors/actions that are aligned to the district's core values and the campus's mission or vision.
- Ensure the campus mission, vision, and goals are visible to all stakeholders.
- Develop and implement a system that regularly informs the broader school community of school and classroom achievements
- Create a campus committee that spends time honestly reflecting on the success of the current campus recognition systems and develops aspects that would increase its success
- Reflect on the impact the current recognition efforts have on students in the areas of achievement, attendance, and school engagement.
- Provide regular praise and encouragement to individual staff members
- Provide specific praise to classroom teachers after classroom walkthroughs
- Create opportunities to recognize the efforts and contributions of student's parents and families
- Create 2-3 classroom/campus look fors and implement spotlight awards with staff who consistently meet expectations

Planning Tool | Designing an Individual Development Plan

Draft

Name	Insert name here	
Position / Campus	Principal Elementary School	
Aspiration	Principal of Middle School	
Key Areas of Strength (LD Competencies)	Build Trusting Relationships - maintains professional confidences appropriately	
	Passion for People - respects local customs and culture	
Key Areas of Growth Needed to Move into the Principalship (LD Competencies & Technical Skills)	Develop Self & Others - ensure every staff member has identified growth areas and set goals for how they plan to grow	
	Evidence Driven - use evidence to understand root cause of problem	
Aligned Developmental Strategies (Projects and Observations)	Project: Design a process to support peer to peer coaching. Each staff member should set personal growth goals based on student and evaluation data. Ensure the team has development to improve their coaching and feedback to others. Train staff and monitor efficacy	
Measures of Success & Key Dates	Peer coaching process	January 15 th
	Template for personal growth	January 30 th
	Process for analyzing student and evaluation data	February 15 th

WE COULD PUT STEPS OF HOW TO ACT FROM HERE - PERHAPS A DRAFT PLAN?

Role Specific Behaviors

Draft

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

VALUES-DRIVEN, DATA INFORMED

COMMITMENT TO GROWTH

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 	<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 	<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 	<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
<ul style="list-style-type: none"> Continuously monitors student progress in order to inform decisions and adjusts strategies based on available data 	<ul style="list-style-type: none"> Continuously monitors student progress across the team and adjusts strategies based on available data 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Engages in inclusive decision-making; actively participates in opportunities and processes to develop school decisions 	<ul style="list-style-type: none"> Facilitates collaborative analysis of high-quality data and ensures that team members are equipped to interpret it and take action 	<ul style="list-style-type: none"> Creates and maintains strong collaborative high-quality data analysis routines and ensures that staff are equipped to interpret it and take action 	<ul style="list-style-type: none"> Actively includes and empowers staff in making key campus decisions
<ul style="list-style-type: none"> When making decisions, ensures alignment with core values while considering any relevant data 	<ul style="list-style-type: none"> Actively engages team members in making key decisions about instruction 	<ul style="list-style-type: none"> Actively includes staff in making key decisions about instruction 	<ul style="list-style-type: none"> In challenging decision-making circumstances, continue to navigate decisions based on core values
<ul style="list-style-type: none"> Acts decisively; recognizes when a decision is required and either takes prompt action or elevates it as issues emerge 			

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 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"> 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