

Expanding Your Impact In PSJA: Career Pathways Guides

Summary: PSJA wants to make sure that every leader at every level can take ownership of their own growth in the district. This document outlines the pre-requisite requirements and key skills needed to successfully move through leadership levels at PSJA campuses. We’ve also identified resources to get you started on your development journey. Reviewing these resources does not guarantee a new position: if you’d like to be considered for a new role, please visit the [PSJA Jobs page](#) to apply.

This guide can be used to:

<p>1. Reflect on your leadership: Every PSJA employee can exhibit leadership; use the role-specific competencies to think about how to develop in your own role, or if you’re interested, transitioning roles</p>	<p>2. Connect with your manager and colleagues: As you reflect and work to grow your own leadership, use this as a reference point to connect with your supervisor about your development.</p>	<p>3. Explore growth opportunities: We have identified verified resources to enhance your learning, tailored by level and skill-area.</p>
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Instructions for use:

1. Find your current role on the leadership pathway described on page 2
2. Identify the leadership level you aim to grow towards
3. Review the key skills-sets and *The Spirit of PSJA* competencies for your targeted leadership shift, as well as supporting development resources, on pages 3-5
4. Set goals and record your learning using the [Self-Guided Professional Development Tracker](#)

Leadership Pathways and *The Spirit of PSJA*:



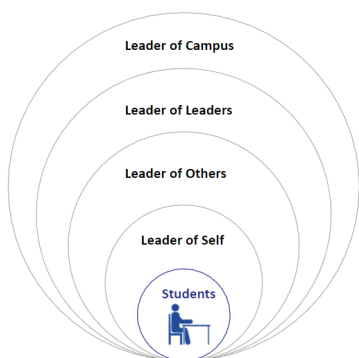
The Spirit of PSJA defines our district’s vision of great leadership and guides how we develop current and future leaders. *The Spirit of PSJA* outlines four core categories – Positive Engagement, Student-Centered Excellence, Joint Empowerment, and Adaptive Innovation – that make up a leader at PSJA. Each category includes the characteristics and role-specific behaviors every member of our PSJA Family can use to elevate their work and potential as they grow as leaders in their role and within our district. See more about *The Spirit of PSJA* on the district website [here](#).

We distinguish between leadership levels to define the *key shifts* an employee needs to make when moving from one role to another. At every new level, an employee will see a change in what they prioritize, how they spend most of their time, and what skills become most essential. Below is a diagram of how employees expand

their campus impact as they progress in their leadership level at PSJA. **This document is intended to support you in identifying the development and support you need to level-up your impact.**

As you grow in your PSJA staff leadership level, you expand your impact on the campus. At every level, Leaders receive *development and support*. All leaders must *apply* on the [PSJA jobs website](#) in order to be considered for a new role.

“Leader of Self,” “Leader of Others,” “Leader of Leaders,” and “Leader of Campus” are explained in more detail on the following page.



Leadership Pathway

	Leader of self	Leader of others	Leader of leaders	Leader of campus
What “type” of leadership do I exhibit?	Individual contributor, team player, role model for junior/new team members	Leads a team and is responsible for delivering results through others	Delivers results through other leaders; develops the skills of other leaders and creates conditions for them to succeed	Is accountable for the culture and performance of the campus
Example Roles	<ul style="list-style-type: none"> - Teachers - Librarians - Counselors - Nurses - Teacher Aides - Social Workers - + More 	<ul style="list-style-type: none"> - Collaborative Learning Leader - Content Department Heads - Grade Level Chair - Instructional Coach 	<ul style="list-style-type: none"> - Assistant Principal 	<ul style="list-style-type: none"> - Principal
What prerequisites do I need?	<ul style="list-style-type: none"> - Bachelor’s degree - Valid Texas teaching certificate with required endorsements or training for subject and level assigned - One-year student teaching or approved internship 	<ul style="list-style-type: none"> - Bachelor’s degree - Valid Texas teaching certificate - 3+ years of successful teaching 	<ul style="list-style-type: none"> - Master's Degree - Valid Texas Teaching and Administrative Certificate - 3+ years of successful teaching experience 	<ul style="list-style-type: none"> - Master's Degree - Valid Texas Teaching and Administrative Certificate - 3 Years of successful teaching experience - 5 years of experience in instructional leadership in a school or district level
When shifting up a level, what are the changes in my priorities and values?		<i>From Leader of self to Leader of others: Shift from focusing on “doing the work” to getting work done through others</i>	<i>From Leader of others to Leader of leaders: Shift to take a department-wide view, rather than thinking of just one team</i>	<i>From Leader of leaders to Leader of campus: Shift from a department wide view to a campus-wide perspective; value a shared vision and longer-term strategy and goals</i>

When shifting up a level, what are the key new skills to focus on?		<i>From Leader of self to Leader of others:</i> -Coaching others and leading a team	<i>From Leader of others to Leader of leaders:</i> - Ability to evaluate teaching efficacy based on data - Coaching leaders of others - Ability to manage department budgets	<i>From Leader of leaders to Leader of campus:</i> - Ability to manage campus-wide budgets - Ability to develop and implement campus-wide strategic plans aligned with district vision and goals
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Shifting from Leader of Self...to Leader of Others

Prerequisites for some Leader of Other roles – check specific requirements for roles: 3+ years of teaching experience, and Master’s Degree preferred

Resources to support your development, aligned with role-associated level and *The Spirit of PSJA*:

<i>Spirit of PSJA Competencies</i>	Key shifts and skill-set focus areas	Job-embedded experiences & resources for growth
Positive Engagement <i>-Builds relationships</i> <i>-Communicates effectively</i> <i>-Models ethics</i> <i>-Exhibits professionalism</i>	-Shift to focus on building trusting relationships with team members as well as students and parents/caregivers - Broaden leadership focus beyond the classroom – new focus emerges to support systems and culture within team that holds everyone accountable -Will need to coach others to effectively address their own needs and goals	- Inclusive Leadership: Effectively Leading Diverse Teams (article) - Creating a culture on collaborative family engagement (article) - Creating a culture on collaborative family engagement (article) - -Personalized Professional Learning: A Job-Embedded Pathway for Elevating Teacher Voice (book) - Create a plan and purpose to engage stakeholders with the campus around a specific goal.
Student-Centered Excellence <i>-Demonstrates expertise</i> <i>-Establishes shared vision</i> <i>-Implements plans - Expects results</i>	-Model continuous desire to learn, not only for students, but for team as well -Monitor not only own work, but also monitor team progress - Support team members to meet rigorous standards -Ability to engage a team to cultivate shared language and understanding around campus vision –and support team in incorporating the vision into their own own	- The Principles of Adult Learning (article) - Developing the Leader Within You (book) - Contagious Culture: Show Up, Set the Tone, and Intentionally Create an Organization that Thrives (book) - Coaching for Equity (book) - 10 Ways Educators Can Take Action in Pursuit of Equity (article) - Create a progress monitoring structure for yourself. Implement it. Evaluate its success and share with your team members for feedback.

Joint Empowerment <i>-Builds capacity</i> <i>-Promotes collaboration</i> <i>-Inspires action</i> <i>-Develops leaders</i>	<p>-Shift to spending time providing and encouraging use of constructive feedback to grow team and team members</p> <p>-Ability to identify and promote strengths in team members to support their development</p> <p>-Ability to effectively facilitate team decision making and collaborative work</p>	<ul style="list-style-type: none"> - The Art of Coaching (book + tools) - Making Team Differences Work (article) - Facilitating Teacher Teams and Authentic PLCs: The Human Side of Leading People, Protocols, and Practices (book) - Dare to Lead book study (book and guiding workbook) - Big Potential (book) - Offer to lead a small project within your team
Adaptive Innovation <i>-Scans environment</i> <i>-Champions solutions</i> <i>-Manages change</i> <i>-Acknowledges outcomes</i>	<p>-Shift from focusing not only on one's own role, but also to support team in understanding the team's role in campus system and accountability to larger educational system</p> <p>-In times of challenge, focus both on one's own ability to adapt as well as support team members' persistence and resilience</p>	<ul style="list-style-type: none"> - Developing the Leader Within You (book; chapter 8) - Administrators: What to ask of your data (article) - Six Steps to Equitable Data Analysis (article) - The Art of Coaching Teams (book) – chapters 2 and 6 - Find a colleague seeking support in staying accountable to their goals. Identify a coaching strategy and try it; evaluate effectiveness by asking for feedback.

Shifting from Leader of Others...to Leader of Leaders

Prerequisites for Assistant Principal role: Master's Degree, Valid Texas Teaching and Administrative Certificate, 3+ years of successful teaching experience

Resources to support your development, aligned with role-associated level and *The Spirit of PSJA*:

<i>Spirit of PSJA Competencies</i>	Key shifts and skill-set focus areas	Job-embedded experiences & resources for growth
Positive Engagement <i>-Builds relationships</i> <i>-Communicates effectively</i> <i>-Models ethics</i> <i>-Exhibits professionalism</i>	<p>-Shift to focus on building trusting relationships across entire department, not just on one's own team</p> <p>- Shift to spend significant time coaching team leaders, supporting them to lead more effectively</p> <p>-Focus on coordinating services and implementing systems and structures to meet the needs of students and ensure a safe campus environment</p>	<ul style="list-style-type: none"> - Article: How to set SMART Development Goals - a guide for staff and managers - Article: Building teacher collaboration school-wide - Article: Creating Collaborative Cultures - Article: 8 lessons from most improved schools on building collaborative cultures - Article: How to be a better listener - Design a structure to distribute leadership to others on your team. Delegate and monitor the work.
Student-Centered Excellence <i>-Demonstrates expertise</i> <i>-Establishes shared vision</i> <i>-Implements plans</i> <i>-Expects results</i>	<p>-Shift to spend time leading opportunities for team leaders to engage in continuous learning</p> <p>-Shift from planning within one team to planning via cross-department coordination</p> <p>-Ability to measure progress and coach team leads as managers</p>	<ul style="list-style-type: none"> - Book: Leaders of Learning How District, School, and Classroom Leaders Improve Student Achievement - School-wide goal setting template/example - Resource: RAPID framework for decision-making (identifying roles in a decision-making process) - Article: Using Student Achievement Data to Support Instructional Decision-making - Article: 7 Steps to Becoming a Data-Driven School - Conduct after action review of a new or stagnating

		initiative with your team. Gather stakeholder feedback along with quantitative data to ensure the assessment is robust
Joint Empowerment <i>-Builds capacity</i> <i>-Promotes collaboration</i> <i>-Inspires action</i> <i>-Develops leaders</i>	<p>-Ability to effectively observe classroom instruction and team meetings and provide actionable and supportive feedback to teachers and team leads</p> <p>-Shift in complexity of human capital skills, including the ability to implement rigorous and comprehensive selection process</p>	<ul style="list-style-type: none"> - Radical Candor framework - Six Steps for Effective Instructional Feedback - 2x2 Feedback form - Book: Crucial Conversations: Tools for Talking when the Stakes are High (excerpt) - Design and implement an ongoing process through which feedback from multiple stakeholders is gathered and implemented on a school-wide challenge/problem of practice
Adaptive Innovation <i>-Scans environment</i> <i>-Champions solutions</i> <i>-Manages change</i> <i>-Acknowledges outcomes</i>	<p>-Shift from team-wide to department-wide focus on innovation and improvement</p> <p>-Increase in complexity of change management skills: ability to coach and support leaders to respond with resilience in unexpected and/or challenging situations</p>	<ul style="list-style-type: none"> - Article: Creating Collaborative Cultures - Article: 8 lessons from most improved schools on building collaborative cultures - Book: Switch: How to change things when change is hard - HBR Article: “Don’t just tell employees change is coming - explain why” - Design and implement an ongoing process through which feedback from multiple stakeholders is gathered and implemented on a school-wide challenge/problem of practice

Shifting from Leader of Leaders...to Leader of Campus

Prerequisites for Principal role: Master's Degree, Valid Texas Teaching and Administrative Certificate, 3+ years of successful teaching experience, 5 years of experience in instructional leadership in a school or district level

Resources to support your development, aligned with role-associated level and *The Spirit of PSJA*:

Spirit of PSJA Competencies	Key shifts and skill-set focus areas	Job-embedded experiences & resources for growth
Positive Engagement <i>-Builds relationships</i> <i>-Communicates effectively</i> <i>-Models ethics</i> <i>-Exhibits professionalism</i>	<p>-Shift to focus on building trusting relationships with all stakeholder groups across entire campus – not just in one department</p> <p>-Shift away from focusing on implementation and towards <i>creation</i> of systems and structures to support student learning</p>	<ul style="list-style-type: none"> - Article: Building teacher collaboration school-wide - Article: 8 lessons from most improved schools on building collaborative cultures - Resource: Stephen Covey time management framework (same as above) - Article: Five ways for school leaders to be more visible - Article: “The Omniscient Principal” - Design structures to engage parents and community members in the school- preferably in collaboration to solve a significant problem on campus. Execute the plan

<p>Student-Centered Excellence</p> <ul style="list-style-type: none"> -Demonstrates expertise -Establishes shared vision -Implements plans -Expects results 	<ul style="list-style-type: none"> -Shift to spend time on strategic planning to explore issues and challenges surrounding student learning and school performance -Ability to set the culture and vision for an organized campus aligned with district and campus goals -Increase in complexity of supporting leaders – focus on establishing and communicating rigorous concrete goals and accountability measures for entire campus 	<ul style="list-style-type: none"> - Book: Leaders of Learning How District, School, and Classroom Leaders Improve Student Achievement - HBR Article: Decisions are more effective when more people are involved from the start - Article: “Who has the D? How Clear Decision Roles Enhance Organizational Performance” - Article: 7 Steps to Becoming a Data-Driven School - Conduct after action review of a new or stagnating initiative with your team. Gather stakeholder feedback along with quantitative data to ensure the assessment is robust
<p>Joint Empowerment</p> <ul style="list-style-type: none"> -Builds capacity -Promotes collaboration -Inspires action -Develops leaders 	<ul style="list-style-type: none"> -Shift to spend time planning and implementing multiple types of professional development for all staff -Increase in complexity of human capital skillset- ability to develop rigorous system to select, place, and retain talent within a campus -Advocate for and manage campus-wide resources (budgets) 	<ul style="list-style-type: none"> - Book: Crucial Conversations: Tools for Talking when the Stakes are High (excerpt) - Article: Turning Conflict into Partnerships - Article: The Five Steps to Conflict Resolution - Blog: Helping teachers become leaders - Resource: Retaining high-performing teachers - Design a professional development cadence for the staff, execute it, and evaluate its effectiveness. PD should form a coherent sequence around a critical issue that the campus has identified
<p>Adaptive Innovation</p> <ul style="list-style-type: none"> -Scans environment -Champions solutions -Manages change -Acknowledges outcomes 	<ul style="list-style-type: none"> -Shift to a greater orientation towards longer-term strategic thinking for campus systems -Increase in complexity of communication skills – ability to leverage differentiated communication with a variety of stakeholders to create a positive campus environment and a culture of accountability 	<ul style="list-style-type: none"> - Toolkit/strategies for instilling a growth mindset in schools - Reflective cycle model - 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 success