

Student Outcome Leadership Dispositions Rubric

Disposition 1: Self Aware				
1-2 (Needs Improvement)	3-4 (Basic)	5-6 (Developing)	7-8 (Proficient)	9-10 (Exemplary)
- Partially states a gap/issue/concern - Provides ideas that are not actionable and may not be evidence-based and/or equity-centered strategies and no examples of student outcomes, reflection, or examples of progress monitoring. - There are at least two clearly stated action steps that are aligned to the stated gap. - Provides vague or incomplete examples, as it pertains to the stated gap with no clear connection to the question. - Addresses one of the concepts, such as shared ownership, inclusivity, or sustainability. - Shows little to no awareness of privilege and personal biases. Does not acknowledge how bias may impact decisions or thinking.	- Identifies a gap/issue/concern but lacks relevance, student-centered, or evidence based. Lacks source or context. - Provides actionable steps that may be evidence-based and/or equity-centered strategies and no or vague examples of student outcomes, reflection or examples of progress monitoring. - There are at least three clearly stated action steps that are aligned to the stated gap. - Offers limited strategies or examples that mention collaboration, as it pertains to the stated gap but lacks specificity or measurable outcomes. - Addresses some aspects of the question but misses critical dimensions like inclusivity or educational partner alignment. - Recognized that privilege and bias exist but does not provide an example connected to their own perspectives or actions.	- Identifies an evidence-based or student-centered gap/issue/concern but lacks source or context. - Provides comprehensive, actionable steps that include evidence-based and equity-centered strategies and examples of positive student outcomes with at least one metric when compared to base data. Leaders describe reflection but do not provide examples of progress monitoring. - There are at least four clearly stated action steps that are aligned to the stated gap. - Demonstrates collaboration, as it pertains to the stated gap with one of the following: specific teams or community, or individuals and explains the action steps that contribute to improved student outcomes in one metric. - Shows awareness of the importance of collaboration, sustainability, or measurable progress when compared to base data,	- Identifies a relevant, student-centered, evidence-based gap/issue/concern but may lack source or context. - Provides comprehensive, actionable steps that include evidence-based and equity-centered strategies and examples of positive student outcomes with at least one metric when compared to base data. Leaders reflect student outcomes and provide evidence of progress monitoring and building inclusive systems. - There are at least five action steps that are aligned to the stated gap. - Demonstrate effective collaboration, as it pertains to the stated gap with two of the following: specific teams and/or community, and/or individuals and clearly explain the action steps that contribute to improved student outcomes in at least one metric. - Show at least one example of evidence of understanding of coloration, inclusivity, and	- Describe a relevant, student-centered, evidence-based gap/issue/concern including the source or context. - Provides comprehensive actionable steps that include evidence-based and equity-centered strategies and at least two examples of measurable impact on student outcomes as demonstrated by growth compared to base data, addressing our historically marginalized population. Leaders reflect student outcomes and provide evidence of progress monitoring and sustaining inclusive systems. - There are at least six clearly stated action steps that are aligned to the stated gap. - Demonstrate effective collaboration, as it pertains to the stated gap with specific teams and community, and individuals by inspiring collective progress and clearly explaining the action steps that contribute to improved student outcomes in at

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		but lacks detailed responses with evidence. • Acknowledges and is aware of their own privilege and is aware of their own biases and how they have effectively mitigated it. Provides one specific, reflective example showing intentional strategies and consistent application in decision-making.	adaptability in developing or implementing shared vision with some measurable progress when compared to base data. • Acknowledges and demonstrates awareness of personal privilege and biases and describes how they have taken intentional steps to mitigate their influence. Provides two specific, reflective examples that illustrate the use of equity-centered strategies and thoughtful decision-making.	least two metrics when compared to base data. • Shows at least two examples of evidence of understanding complexities involved, including inclusivity, adaptability, and effective communication through self-reflection. Implement sustainable practices and systems for monitoring progress. • Acknowledges and articulates their own privilege, recognizes personal biases, and demonstrates how those biases have been effectively mitigated. Provides three specific, reflective examples that illustrate intentional strategies, ongoing self-examination, and consistent application of equity-centered decision-making.
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Disposition 2: Bold, Courageous, and Visionary

1-2 (Needs Improvement)	3-4 (Basic)	5-6 (Developing)	7-8 (Proficient)	9-10 (Exemplary)
• Responses do not include an example that identifies and addresses systemic inequities. Lacks evidence and impact on student outcomes. • Responses may be mentioned, but do not address equity, fairness, inclusivity, or respect, and there is a lack of action. • No engagement of students, families, staff, or community in decision making. Lacks explanation of how their input shaped strategic decisions. • Provides no examples of self-awareness or mitigation of bias.	• Provides one example that identifies and addresses systemic inequities or ethical dilemmas. Lacks evidence and impact on student outcomes. • Actions taken do not address any of the following: ○ Fairness or ○ Equity or ○ Inclusivity or ○ Respect • Engages at least one of the following: students, families, staff, or community, but engagement is surface-level and does not circle back with the educational partner(s) and explain how their input shaped strategic decisions. • Provides a partial reflective example showing self-awareness, mitigation of bias, and some leadership practices.	• Provides one evidence-based example that identifies and addresses systemic inequities or ethical dilemmas. The example addresses the impact on student outcomes which may or may not be compared to base data for historically marginalized groups. • Actions taken address at least one of the following: ○ Fairness or ○ Equity or ○ Inclusivity or ○ Respect • Engages at least one of the following: students, families, staff, or community and follows up on how their input shaped strategic decisions. • Provides one reflective example showing self-awareness or developing awareness of others, mitigation of bias, and sustainable ethical leadership practices.	• Provides two evidence-based examples that identify and address systemic inequities or ethical dilemmas. Each example addresses impact on student outcomes compared to base data for historically marginalized groups. • Actions taken address and lead to a targeted sustained change in practice in at least one of the following: ○ Fairness or ○ Equity or ○ Inclusivity or ○ Respect • Engages with at least two of the following: students, families, staff, or community and follow up on how their input shaped strategic decisions. • Provides two reflective examples showing self-awareness and/or developing awareness of others, mitigation of bias, and sustainable ethical leadership practices.	• Provides three evidence-based examples that identify and address systemic inequities or ethical dilemmas. Each example addresses impact on student outcomes compared to base data for historically marginalized groups. • Response describes solution-focused practices that prioritize and lead to a large-scale systemic change in fairness, integrity, equity, and respect. • Engages students, families, staff, and community in ongoing decision-making and strategic planning, resulting in shared ownership (i.e. Distributed leadership, collective responsibility for all student voices and agency, etc.). Clearly explains to each educational partner how their input shaped strategic decisions. • Provides three reflective examples showing self-awareness and developing awareness of others, mitigation of bias, and

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				sustainable ethical leadership practices.
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Disposition 3: Growth-Oriented				
1-2 (Needs improvement)	3-4 (Basic)	5-6 (Developing)	7-8 (Proficient)	9-10 (Exemplary)
• Response does not include a personal dilemma. • Provides few or no examples demonstrating an impact on student outcomes. Lacks evidence of creating a culture of belonging and inclusivity. • Provides no evidence of leadership actions related to diversity and equity. No clear evidence of training, implementation, or impact on practice.	• Provides an incomplete example of a personal ethical dilemma. • Provides an example of action but does not provide evidence of impact on student outcomes. Lacks evidence of creating a culture of belonging and inclusivity. • Leadership actions may include participation in diversity and equity training; however, there is little or no evidence of implementation or impact on practice.	• States a personal ethical dilemma that needs to be addressed. • Shares at least one demonstrated positive student outcomes leading to team or school-wide change. There are no signs of sustainability. Lacks evidence of creating a culture of belonging and inclusivity. • Leadership actions may include diversity and equity training. Mentions some implementation with evidence of student outcome in at least one diversity initiative.	• States a personal ethical dilemma and its impact and explains the need for change in your practices. • Shares at least two specific examples with demonstrated positive student outcomes leading to sustainable team or school-wide change. Each example shows evidence of creating a culture of belonging and inclusivity. • Examples contain specific leadership actions that build staff capacity and result in evidence of staff understanding and embracing diversity. There is evidence of student outcomes.	• Elaborates on a personal ethical dilemma, its impact on students and/or staff, and the need for transformational change. • Provides at least three compelling examples that result in transformational changes in student outcomes and sustained practices across the school. Examples clearly demonstrate the creation of a culture of belonging and inclusivity and explain how diversity contributes to equitable opportunities and outcomes for all students. • Leadership actions address staff professional learning on diversity and equity that results in transformative practice with measurable results demonstrating positive student outcomes.

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Disposition 4: Strategic and Results-Focused

1-2 (Needs Improvement)	3-4 (Basic)	5-6 (Developing)	7-8 (Proficient)	9-10 (Exemplary)
- Identifies a gap/issue/concern that is not student centered and lacks mention of a specific data source. - Provides two or fewer unclear action steps that are not data-informed or equity-centered, with at least one measurable student outcome or metric demonstrating growth when compared to base data. Lacks ongoing progress monitoring. - Little to no engagement of students, families, staff, or community in decision making. Lacks explanation and does not circle back with the educational partner(s) and explain how their input shaped strategic decisions. - Shows awareness of how decisions impact equity, resource distribution, or outcomes. - Goals are communicated rarely or unclearly. Progress monitoring is infrequent, informal, or not understood. Communication is largely top-down with minimal opportunity for	- Identifies a gap/issue/concern that is not student centered, with some attempt at using a specific data source. - Provides at least three actionable steps, but they are inconsistently data-driven or equity-centered, with at least one measurable student outcome or metric demonstrating growth when compared to base data. Lacks ongoing progress monitoring. - Engages at least one of the following: students, families, staff, or community, but engagement is surface-level and does not circle back with educational partner(s) and explain how their input shaped strategic decisions. - Shows awareness of equity implications but lacks depth or follow-through. Provides minimal evidence of effort to reduce bias. - Communicates goals and/or progress monitoring inconsistently and with limited clarity.	- Identifies an applicable, student-centered gap using at least one specific data source drawn from at least one of the following: disaggregated data, trends, or contextualized data. - Provides at least four actionable steps that include some evidence-based and equity-centered strategies, with at least one measurable student outcome or metric demonstrating growth when compared to base data. Lacks ongoing progress monitoring. - Engages at least one of the following: students, families, staff, or community to explain how they followed up with the educational partner(s) and explain how their input shaped strategic decisions. - Demonstrates use of disaggregated data, but analysis of inequities is incomplete with inconsistent efforts to reduce bias. - Communicates goals and progress monitoring with	- Identifies an applicable, student-centered gap using at least one specific data source drawn from at least two of the following: disaggregated data, trends, or contextualized data. - Provides at least five comprehensive, actionable steps grounded in evidence-based and equity-centered practices, with at least one measurable example of improved student outcomes (demonstrating growth when compared to base data), especially for historically marginalized groups, including metrics and ongoing progress monitoring. - Engages at least two of the following: students, families, staff, or community and explains how they followed up with the educational partner(s) and explains how their input shaped strategic decisions. - Demonstrates data analysis, including identifying inequities, and providing evidence to reduce bias. Does not	- Clearly defines an applicable, student-centered gap using at least three specific data sources of disaggregated data, trends, and contextualized data. - Provides six or more clearly articulated action steps with aligned metrics grounded in evidence-based and equity-centered practices, with at least two measurable examples of improved student outcomes (demonstrating growth when compared to base data), especially for historically marginalized groups. Action steps include metrics and ongoing progress monitoring. - Engages students, families, staff, and community in ongoing decision-making and strategic planning, resulting in shared ownership (i.e. Distributed leadership, collective responsibility for all student voice, and agency, etc.). Clearly explains how they circled back with the educational partner(s) and explains how their input

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engagement or feedback. Students, staff, and community have little awareness of outcomes or expectations. No clear connection between communication and accountability or improvement efforts.	Information may be shared, but is not timely, not accessible, or not actionable. Progress monitoring occurs sporadically or lacks coherence. Communication between students, families, and community groups is infrequent or one-directional. Limited evidence that communication leads to shared accountability or changes in practice.	some clarity and regularity, though not consistently across student, staff, and community groups. Information is generally understandable but may not always be timely, differentiated, or actionable. Progress monitoring occurs with some routine, but implementation is uneven across student, staff, and community groups. Communication reaches most staff but is inconsistent for students, staff, and community groups. Some evidence of connection between communication and accountability or improvement, but it is not yet systemic.	address anticipated impact. Communicates goals, progress monitoring, and outcomes clearly, consistently, and regularly. Information is timely, accessible, and increasingly actionable for students, staff, and community. Progress monitoring is established and routine, with clear expectations across teams. Communication intentionally includes students, staff, and community groups. Evidence shows that communication drives shared accountability and informs adjustments and practice.	shaped strategic decisions. - Demonstrates data analysis, including anticipating impact, addressing inequities, and providing evidence to reduce bias. - Communicates goals, progress monitoring, and outcomes clearly, consistently, and regularly. Information is timely, accessible, and increasingly actionable for students, staff, and community. Progress monitoring is established and routine, with clear expectations across teams.
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Disposition 5: Trust Building				
1-2 (Needs Improvement)	3-4 (Basic)	5-6 (Developing)	7-8 (Proficient)	9-10 (Exemplary)
• Response does not identify a dilemma or trust-building issue. Does not provide an example or actionable step. • Response may mention inclusivity and equity but does not address them. • Response may mention, but does not address, equity, fairness, inclusivity, or ethical considerations, and there is a lack of action.	• Response demonstrates a general understanding of the trust-building issue or dilemma, vague understanding of a root cause, and does not provide at least one action step to address it. Lacks measurable outcomes as compared to base data and long-term impact. • Response addresses inclusivity and equity but does not provide strategies to support them. • Actions taken do not address at least one of the following: ○ Fairness or ○ Equity or ○ Inclusivity or ○ Ethical consideration	• Response provides a clear understanding of the moral and trust-building situation, may or may not include a root cause, and only provides two relevant actions. Provides measurable outcomes as compared to base data. Lacks a long-term impact. • Response provides an example of one strategy used to support inclusivity and equity. • Actions taken address and lead to a targeted sustained change in practice in at least one of the following: ○ Fairness or ○ Equity or ○ Inclusivity or ○ Ethical consideration To show sustainability, there must be at least one example showing that the actions have been duplicated.	• Response identifies a moral dilemma or issue, which includes the root cause, and at least three actions to address it. Clearly states the measurable outcomes as compared to base data and long-term impact. • Response provides an example of how the leader's actions promote inclusivity and equity. • Actions taken address and lead to a targeted sustained change in practice in at least one of the following: ○ Fairness or ○ Equity or ○ Inclusivity or ○ Ethical consideration To show sustainability, there must be at least one example showing that the actions have been duplicated.	• Response identifies and articulates a moral dilemma or trust-building issue, its root cause, and at least four actions to address it. Clearly states the measurable outcomes as compared to base data and long-term impact. • Response provides an example of how the leader's actions advocate for inclusivity and equity in the face of resistance. • Response describes proactive solution-focused practices that prioritize and lead to large-scale systemic change in fairness, integrity, equity, inclusion, and ethical consideration. To show sustainability, there must be at least one example showing that the actions have been duplicated.

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Disposition 6: Student and Community-Centered

1-2 (Needs Improvement)	3-4 (Basic)	5-6 (Developing)	7-8 (Proficient)	9-10 Exemplary
- Provides vague, incomplete, or irrelevant responses to inclusion, partnerships, and/or equity-driven decision-making. - Shows little understanding of student-centered decision-making principles or policy alignment. - Lacks awareness of community needs, policy requirements, and equity considerations. - Lacks collaboration with students, families, community partners, or teams in relation to policy implementation or development. No evidence of improving at least one measurable outcome as compared to base data.	- Demonstrates a general understanding of inclusion, partnerships, and/or equity-driven decision-making, but does not provide an example. - Demonstrates some actionable strategies and awareness of challenges in policy alignment or advocacy in policy. - References for one or more of the following: - Community needs - Policy Requirements - Equity With no explanation of how they inform decisions and provide no example. - Shows limited collaboration with students, families, community partners, or teams in relation to policy implementation or development. No evidence of improving at least one measurable outcome as compared to base data.	- Provides at least one example of inclusion, partnerships, and equity-driven decision-making. - Develops and implements innovative strategies that prioritize student needs and positively impact student outcomes in at least one measurable outcome as compared to base data. - References community needs, policy requirements, and equity into decision-making, but provides little explanation of how they inform decisions and do not include examples. - Demonstrates a willingness to collaborate with students, families, community partners, or teams in relation to policy implementation or development; inspiring collective progress and improving at least one measurable outcome as compared to base data.	- Provides at least two reflective examples: <i>What happened</i> <i>What you did</i> <i>What you learned</i> <i>How it changed your future actions</i> of inclusion, partnerships, and equity-driven decision-making. - Consistently develop and implement innovative strategies or policies that prioritize student needs and positively impact student outcomes in at least one measurable outcome as compared to base data. - Provides at least one example of integrating community needs, policy requirements, and equity into decision-making. - Collaborate effectively with students, families, community partners, and teams in relation to policy implementation or development; inspiring collective progress and improving at least one measurable outcome as compared to base data.	- Provides at least three reflective examples: <i>What happened</i> <i>What you did</i> <i>What you learned</i> <i>How it changed your future actions</i> of inclusion, partnerships, and equity-driven decision-making. - Consistently develop and implement innovative, data-informed strategies or policies that prioritize student needs and positively impact student outcomes in at least two measurable outcomes as compared to base data. - Provides two examples of integrating community needs, policy requirements, and equity into decision-making. - Consistently collaborates effectively with students, families, community partners, and teams in relation to the policy implementation or development; inspiring collective progress and improving at least two measurable outcomes as compared to base data and long-term impact.