

Level V Courageous Equity Leadership Framework

Professional Growth Rubric

Leadership Level	Knowledge, Action & Skills
Level V	<ul style="list-style-type: none"> • Very deliberate in raising the level of racial consciousness to explore all aspects of their decision-making • Ruthless compassion to take action on institutional and instructional inequities at different levels of the system; • Clearly communicate verbal and written goals and objectives for increased performance at all levels • Aligns performance results with the system’s mission and vision • Works tirelessly to empower others to become leaders within the system
Level IV	<ul style="list-style-type: none"> • Reflects and takes actions to address mediocre performance of peers and staff • Creates a learning environment of reflection and inquiry of continuous improvement • Creates a work environment where the members are comfortable being uncomfortable • Align programs and resources to maximize positive outcomes • Builds inter-racial coalitions (work teams) to improve performance and productivity • Facilitates probing thought-provoking questions to get others to lead • Communicate effectively in large and small groups which transfers to immediate action(s) for staff
Level III	<ul style="list-style-type: none"> • Effective communicator of the system’s vision to close achievement or performance gaps • Addresses work performance issues by modeling his/her expectations • Effectively uses achievement/performance data to chart a plan for improvement • Triangulates observational and quantitative data/information to make strategic action plans • Communicates effectively a clear message of action(s) in small groups
Level II	<ul style="list-style-type: none"> • Effective facilitator of professional learning communities • Disaggregated data to pinpoint achievement and performance issues in the organization • Effectively monitors performance targets of the system and individual staff members • Understands his/her own strengths and weaknesses as a leader • Communicate his/her passion for closing the any achievement/performance gaps for targeted racial groups
Level I	<ul style="list-style-type: none"> • Willing to become courageous when the opportunity arises • Delegates issues that does not influence achievement or performance of the system • Understand how race and culture impacts adult performance • Believes change take place when achievement/performance is achieved • Speaks out about mediocrity when it applies to his/her sphere of influence

