

# Level V Courageous Equity Leadership Framework

## *Professional Growth Rubric*

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

