

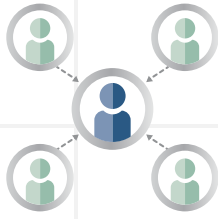
LEADER OF CAMPUS ADMINISTRATOR

BEHAVIORS

Description: Any staff member with supervisory responsibilities over other staff members
 Any staff member who regularly leads multiple teams – staff typically with direct supervisory responsibilities over the staff members on the team
 Any staff member who regularly leads multiple critical processes, projects or functions – with or without direct supervisory responsibility

Position Titles: Associate Principal

INDICATOR	BEHAVIORS
<p>STUDENT-FOCUSED</p> <p>DELIVERS POSITIVE, EQUITABLE OUTCOMES FOR STUDENTS</p>	<ul style="list-style-type: none"> Establishes ambitious, concrete goals for all teams and firmly believes in every team’s ability to meet them Proactively and continuously assesses instructional practices and student performance and determines the best methods of adjusting strategies to better meet student needs Focuses decisions and actions based on supporting and growing all students and staff, specifically those who have traditionally struggled Critically reflects on behaviors to incorporate a culturally responsive approach to working with students, families and teams Builds an understanding of both conscious and unconscious bias amongst teams and works to determine ways to combat any negative effect on students and staff
<p>DATA-DRIVEN</p> <p>USES DATA, RESEARCH-BASED STRATEGIES AND EQUITY TO DRIVE DECISIONS</p>	<ul style="list-style-type: none"> Uses high-quality data and best practices to continuously review student progress and identifies strategies to achieve campus goals Facilitates collaborative analysis of high-quality data and ensures that staff are equipped to take appropriate actions based on data analysis Consistently examines campus data for signs of inequity and identifies strategies and resources to address any inequities Works collaboratively with campus and district staff to stay current on best practices and research-based strategies to meet the needs of all students Frequently observes and effectively coaches others on their instructional practices to ensure that student and staff needs are met
<p>MANAGES CHANGE</p> <p>ADAPTS TO AND EFFECTIVELY SUPPORTS OTHERS THROUGH CHANGE</p>	<ul style="list-style-type: none"> Builds a culture where change is met with optimism; models flexibility and adaptability to challenges and successes Demonstrates initiative and perseverance in bringing about meaningful change Fosters a campuswide culture where people engage in conversations that explore the issues, challenges and relationships hindering positive outcomes Communicates with team about change transparently – including rationale for the change, how it will impact them, and what to expect
<p>CONTINUOUSLY GROWS</p> <p>LEARNS AND IMPROVES THROUGH FEEDBACK, PROFESSIONAL DEVELOPMENT AND SELF-REFLECTION</p>	<ul style="list-style-type: none"> Actively seeks and effectively applies feedback from all stakeholders; builds a culture of regularly seeking and providing productive feedback Models continuous reflection on own actions and behaviors, accurately identifies areas of strength and growth, and works to improve Models a commitment to continuous learning and improvement through engagement in professional learning based on their needs Supports facilitation of high-quality professional development that is relevant to the needs of the campus

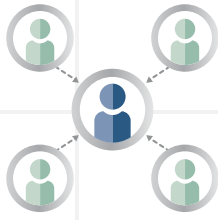


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Position Titles: Associate Principal

INDICATOR	BEHAVIORS
<p>COMMUNICATES EFFECTIVELY ACTIVELY LISTENS; RESPONDS AND SHARES INFORMATION IN A THOUGHTFUL AND TIMELY MANNER</p>	<ul style="list-style-type: none"> Actively listens to others and responds with an acknowledgement and respect of their perspective; models and encourages this skill in teams Is consistently accessible and responsive to all stakeholders through different forms of verbal, non-verbal, and written communication and enforces these expectations campuswide Creates tailored communication (verbally, in writing) based upon the audience and the desired outcome Works collaboratively to streamline information and messaging to ensure teams have the necessary notice to take action Delivers compelling messages to internal and external audiences that demonstrate a shared understanding and connection to campus and district vision
<p>TEAM-FOCUSED PROMOTES SHARED ACCOUNTABILITY</p>	<ul style="list-style-type: none"> Models holding self accountable and contributes to a campus culture where staff evaluate their practice and contribution toward campus goals Supports the development of measurable campuswide goals that are aligned to campus needs and the district's vision Promotes a results-focused culture of cohesion and assuming the best in others; demonstrates a genuine interest in what may be learned from others Anticipates and seeks to resolve conflicts that arise within the campus in a professional and constructive manner, and models this behavior for others Coaches team leaders on productive conflict management, intervening as necessary
<p>EMPOWERS OTHERS DEVELOPS AND SUPPORTS LEADERSHIP IN OTHERS</p>	<ul style="list-style-type: none"> Intentionally provides opportunities to rising leaders to lead critical tasks and decisions and supports them through this work Effectively delegates important tasks and projects to others Actively identifies future leaders and invests time and effort into supporting their growth and development Develops staff to their full potential through effective feedback that facilitates growth and development Coaches staff members to achieve their professional development goals Supports team leaders in providing feedback and coaching to their own team members
<p>CELEBRATES SUCCESS ENCOURAGES AND PRAISES INDIVIDUAL AND TEAM PROGRESS</p>	<ul style="list-style-type: none"> Authentically and fairly recognizes and celebrates the accomplishments of students and staff Inspires students and teams to accomplish their goals and provides guidance and support in doing so Consistently celebrates and rewards individuals and teams who stand out with exceptional commitment and achievements through specific praise and special touches



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Any staff member who regularly leads multiple critical processes, projects or functions – with or without direct supervisory responsibility

Position Titles: Associate Principal

INDICATOR	BEHAVIORS
<p>BUILDS TRUST</p> <p>NURTURES STRONG AND TRUSTING RELATIONSHIPS WITH ALL STAKEHOLDERS</p>	<ul style="list-style-type: none"> Builds and maintains strong relationships with students, families and staff Facilitates a culture of trust with all stakeholders through regular engagement, communication, responsiveness and collaboration to address issues that arise Facilitates an inclusive environment where students and staff of all backgrounds can thrive, and advocates for what is needed
<p>COLLABORATES</p> <p>BUILDS A COLLABORATIVE AND INCLUSIVE CULTURE</p>	<ul style="list-style-type: none"> Promotes a culture of collaboration and inclusion among stakeholders Demonstrates a commitment to the shared vision of the campus and supports this commitment with teams Contributes to a school environment where staff are engaging with stakeholders to foster culturally responsive learning that ensures students’ learning needs are met
<p>EMBODIES INTEGRITY</p> <p>DEMONSTRATES HONESTY AND ETHICS IN ALL INTERACTIONS</p>	<ul style="list-style-type: none"> Personally models and actively ensures adherence to Spring ISD’s core values, guiding principles, and promotion of the mission and vision of the district Consistently exhibits honesty, integrity, fairness, stewardship, trust, respect and confidentiality, and maintains this same expectation for campus staff
<p>SHOWS COMPASSION</p> <p>RESPONDS TO THE NEEDS OF OTHERS WITH EMPATHY AND COMPASSION</p>	<ul style="list-style-type: none"> Has an effective awareness of the personal and circumstantial needs of students and staff while maintaining professional standards Acknowledges significant events in the lives of students and colleagues with care, respect, compassion and genuine empathy



LEADER OF SCHOOL

BEHAVIORS

Description: Any staff member who provides strategic direction to a school or a large district department

Position Titles: Principal

INDICATOR	BEHAVIORS
<p>STUDENT-FOCUSED</p> <p>DELIVERS POSITIVE, EQUITABLE OUTCOMES FOR STUDENTS</p>	<ul style="list-style-type: none"> Creates and maintains a campuswide culture of establishing ambitious goals and supporting each other in accomplishing them Proactively and continuously assesses campuswide practices and performance and determines the best methods of adjusting strategies to better meet student and campus needs Focuses decisions and action based on supporting and growing all students and staff, specifically those who have traditionally struggled Models critical reflection on behaviors to incorporate a culturally responsive approach to working with all stakeholders Actively ensures that bias does not negatively impact students, families or staff
<p>DATA-DRIVEN</p> <p>USES DATA, RESEARCH-BASED STRATEGIES AND EQUITY TO DRIVE DECISIONS</p>	<ul style="list-style-type: none"> Uses high-quality data and best practices to make decisions and adjust strategies in order to achieve campus goals Facilitates collaborative analysis of high-quality data and ensures that staff are equipped to accurately analyze and take appropriate actions Consistently examines campus data for signs of inequity with leadership team and decisively determines actions with leadership team to address any inequities revealed Ensures that best practices and research-based strategies designed to meet the campus needs are implemented effectively throughout the school Frequently observes and effectively coaches others on their instructional practices to ensure that student needs and staff are met
<p>MANAGES CHANGE</p> <p>ADAPTS TO AND EFFECTIVELY SUPPORTS OTHERS THROUGH CHANGE</p>	<ul style="list-style-type: none"> Models a culture where change is met with optimism; demonstrates flexibility and values it in all stakeholders Proactively and effectively manages change on large scale under complex circumstances Builds and maintains a campuswide culture where people engage in conversations that explore the issues, challenges and relationships hindering positive outcomes Expertly communicates with campus about change transparently – including rationale for the change, how it will impact them, and what to expect Takes ownership of districtwide changes, and their impact on school staff
<p>CONTINUOUSLY GROWS</p> <p>LEARNS AND IMPROVES THROUGH FEEDBACK, PROFESSIONAL DEVELOPMENT AND SELF-REFLECTION</p>	<ul style="list-style-type: none"> Is a model for effectively seeking and effectively applying feedback from all stakeholders; builds and maintains a culture where people value and grow from feedback Builds a campuswide culture that values self-reflection; models continuous reflection on own actions and behaviors, accurately identifies areas of strength and growth, and works to improve Models a commitment to continuous learning and self-improvement through engagement in professional learning based on their needs Ensures that all professional development offered on campus is high quality and relevant to the needs of the campus



LEADER OF SCHOOL

BEHAVIORS

Description: Any staff member who provides strategic direction to a school or a large district department

Position Titles: Principal

INDICATOR	BEHAVIORS
<p>COMMUNICATES EFFECTIVELY</p> <p>ACTIVELY LISTENS; RESPONDS AND SHARES INFORMATION IN A THOUGHTFUL AND TIMELY MANNER</p>	<ul style="list-style-type: none"> Actively listens to others and responds with an acknowledgement and respect of others' perspectives; models this skill campuswide Is consistently accessible and responsive to all stakeholders through different forms of verbal, non-verbal and written communication, and builds a culture of this campuswide Creates avenues for two-way communication and seeks feedback through formal and informal channels An exemplary communicator – tailors communication to the specific needs of a situation or particular audience Prioritizes information and communication to stakeholders ensuring there is sufficient notice and time to take appropriate action Models a communication style that conveys the urgency and actions aligned to both the campus and district vision
<p>TEAM-FOCUSED</p> <p>PROMOTES SHARED ACCOUNTABILITY</p>	<ul style="list-style-type: none"> Models holding self accountable and creates a culture where staff evaluate their practice and contribution toward campus goals Establishes and builds buy-in to measurable campuswide goals that are aligned to campus needs and the district's vision Creates and maintains a campuswide culture of cohesion and assuming the best in others; demonstrates a genuine interest in what may be learned from others Anticipates and seeks to resolve conflicts that arise in a professional and constructive manner and coaches others to do the same Creates a campuswide culture where staff are able to identify and productively work through conflicts
<p>EMPOWERS OTHERS</p> <p>DEVELOPS AND SUPPORTS LEADERSHIP IN OTHERS</p>	<ul style="list-style-type: none"> Intentionally provides opportunities to rising leaders to lead critical tasks and decisions and supports them through this work Effectively delegates important tasks and projects to others Actively identifies future leaders and invests time and effort into supporting their growth and development Models a culture of providing actionable, effective feedback that grows and develops staff to its full potential Coaches and develops campus staff to help them meet their potential Supports and trains leaders throughout the campus in providing effective coaching and feedback
<p>CELEBRATES SUCCESS</p> <p>ENCOURAGES AND PRAISES INDIVIDUAL AND TEAM PROGRESS</p>	<ul style="list-style-type: none"> Authentically and fairly recognizes and celebrates the accomplishments of students, staff, and the campus Inspires students and teams to accomplish their goals and provides guidance and support in doing so Consistently celebrates, rewards, and promotes individuals who stand out with exceptional commitment and achievements through specific praise, special touches, and opportunities Creates opportunities on campus to meaningfully recognize and praise staff and students



LEADER OF SCHOOL

BEHAVIORS

Description: Any staff member who provides strategic direction to a school or a large district department

Position Titles: Principal

INDICATOR	BEHAVIORS
<p>BUILDS TRUST</p> <p>NURTURES STRONG AND TRUSTING RELATIONSHIPS WITH ALL STAKEHOLDERS</p>	<ul style="list-style-type: none"> Models building and maintaining strong relationships with students, staff, and all stakeholders within the campus community Builds a campuswide culture of trust with all stakeholders through regular engagement, transparent communication, responsiveness and collaboration to address issues that arise Models building and maintaining an inclusive environment where stakeholders of all backgrounds can thrive and advocates for what is needed
<p>COLLABORATES</p> <p>BUILDS A COLLABORATIVE AND INCLUSIVE CULTURE</p>	<ul style="list-style-type: none"> Creates and maintains a culture of collaboration and inclusion, amongst all stakeholders, that values input and different perspectives in order to achieve a common goal Works with their team to establish a shared vision and ensures everyone is individually committed to accomplishing it Creates and maintains a school environment in which campus staff engage with stakeholders to foster culturally responsive learning that ensures individual students' learning needs are met
<p>EMBODIES INTEGRITY</p> <p>DEMONSTRATES HONESTY AND ETHICS IN ALL INTERACTIONS</p>	<ul style="list-style-type: none"> Personally models and actively ensures adherence to Spring ISD's core values, guiding principles, and promotion of the mission and vision of the district Consistently exhibits honesty, integrity, fairness, stewardship, trust, respect and confidentiality, and builds this expectation into the culture of the campus
<p>SHOWS COMPASSION</p> <p>RESPONDS TO THE NEEDS OF OTHERS WITH EMPATHY AND COMPASSION</p>	<ul style="list-style-type: none"> Has an effective awareness of the personal and circumstantial needs of students, staff and stakeholders while maintaining professional standards Acknowledges significant events in the lives of students and colleagues with care, respect, compassion, and genuine empathy Builds and maintains a campuswide culture of care and compassion



LEADER OF SELF & LEADER OF STUDENTS

BEHAVIORS

Description: Any staff member without supervisory responsibilities over another staff member

Position Titles: Teacher, Counselor, Clerk, Secretary

INDICATOR

BEHAVIORS

STUDENT-FOCUSED

DELIVERS POSITIVE, EQUITABLE OUTCOMES FOR STUDENTS

- Establishes ambitious, concrete goals for all students and firmly believes in every student's ability to meet them
- Builds a classroom environment and delivers instruction attuned to student needs and continuously reflects and adjusts strategies based on student performance and input
- Is devoted to promoting the achievement and well-being of every student, specifically those who have traditionally struggled in school
- Critically reflects on behaviors to incorporate a culturally responsive approach to working with students and families

DATA-DRIVEN

USES DATA, RESEARCH-BASED STRATEGIES AND EQUITY TO DRIVE DECISIONS

- Continuously reviews data to determine progress and gaps in student performance and adjusts strategies accordingly
- Disaggregates data by student population metrics (race, SES, ability, etc.) to determine progress and gaps within all populations
- Consistently delivers instructional practices that demonstrate a keen understanding of and connection to student needs through incorporation of best practices

MANAGES CHANGE

ADAPTS TO AND EFFECTIVELY SUPPORTS OTHERS THROUGH CHANGE

- Is comfortable with change and ambiguity and models an openness to change for students
- Is flexible and nimble; adapts behavior and practices to best meet student needs
- Takes ownership of change, and communicates clearly with key stakeholders (e.g., parents, students) about change

CONTINUOUSLY GROWS

LEARNS AND IMPROVES THROUGH FEEDBACK, PROFESSIONAL DEVELOPMENT AND SELF-REFLECTION

- Actively seeks and effectively applies feedback from students, parents and team members
- Continuously reflects on own actions and behaviors, accurately identifies areas of strength and growth, and works to improve
- Demonstrates a commitment to continuous learning and improvement through engagement in self-directed professional learning based on their needs



LEADER OF SELF & LEADER OF STUDENTS

BEHAVIORS

Description: Any staff member without supervisory responsibilities over another staff member

Position Titles: Teacher, Counselor, Clerk, Secretary

INDICATOR

BEHAVIORS

COMMUNICATES EFFECTIVELY

ACTIVELY LISTENS; RESPONDS AND SHARES INFORMATION IN A THOUGHTFUL AND TIMELY MANNER

- Actively listens to others and responds with an acknowledgement and respect of their perspective; builds this skill in students
- Is consistently accessible and responsive to all stakeholders through different forms of verbal, non-verbal, and written communication
- Articulates the campus and district vision in a clear and consistent way to different audiences

TEAM-FOCUSED

PROMOTES SHARED ACCOUNTABILITY

- Holds self accountable to meeting individual goals and models this behavior for students
- Contributes to a results-focused culture of cohesion; demonstrates a genuine interest in what may be learned from others through authentic, continuous feedback
- Resolves conflicts that arise in the classroom or with colleagues in a timely and professional manner while assuming good intentions
- Appropriately uses judgment and discernment in determining when to elevate issues

EMPOWERS OTHERS

DEVELOPS AND SUPPORTS LEADERSHIP IN OTHERS

- Creates opportunities for students to expand and showcase their learning and take on leadership roles
- Actively identifies student leaders and invests time and effort into supporting their growth and development
- Identifies the strengths of and needs areas for each student
- Encourages and supports student growth and development

CELEBRATES SUCCESS

ENCOURAGES AND PRAISES INDIVIDUAL AND TEAM PROGRESS

- Authentically and fairly recognizes and celebrates the accomplishments of students and colleagues
- Inspires students to accomplish their goals and provides individualized guidance and support as students take ownership of their progress
- Consistently celebrates and rewards students and colleagues who demonstrate exceptional effort and outcomes through specific praise and special touches



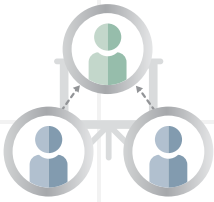
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INDICATOR	BEHAVIORS
<p>BUILDS TRUST</p> <p>NURTURES STRONG AND TRUSTING RELATIONSHIPS WITH ALL STAKEHOLDERS</p>	<ul style="list-style-type: none"> Builds and maintains strong relationships with students, families, and staff Establishes trust with students, families and staff through regular engagement, communication, responsiveness, and collaboration to address issues that arise Creates an inclusive classroom environment where students of all backgrounds can thrive, and advocates for the unique needs of students
<p>COLLABORATES</p> <p>BUILDS A COLLABORATIVE AND INCLUSIVE CULTURE</p>	<ul style="list-style-type: none"> Highly collaborative; actively engages and works cooperatively with colleagues and within teams Demonstrates a commitment to the shared vision of the campus and builds this commitment in students Creates a collaborative and inclusive environment in their classroom where students acknowledge one another's strengths and differences and work well together
<p>EMBODIES INTEGRITY</p> <p>DEMONSTRATES HONESTY AND ETHICS IN ALL INTERACTIONS</p>	<ul style="list-style-type: none"> Consistently acts in accordance with Spring ISD's core values and guiding principles in a way that promotes the mission and vision of the district Consistently exhibits honesty, integrity, fairness, stewardship, trust, respect, and confidentiality and models this expectation for students
<p>SHOWS COMPASSION</p> <p>RESPONDS TO THE NEEDS OF OTHERS WITH EMPATHY AND COMPASSION</p>	<ul style="list-style-type: none"> Has an effective awareness of the personal and circumstantial needs of their students and colleagues Acknowledges significant events in the lives of students and colleagues, and responds with care, respect, compassion, and genuine empathy



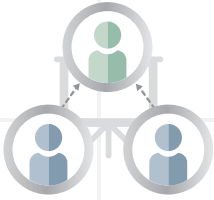
LEADER OF GRADE LEVEL OR CAMPUS DEPARTMENT OR OTHERS

BEHAVIORS

Description: Any staff member with project planning and project management responsibilities over other staff members
 Any staff member who regularly leads a group – staff with or without direct supervisory responsibilities over the staff members on the team

Position Titles: Coordinator, Grade-level Chair, Department Chair, Assistant Principal

INDICATOR	BEHAVIORS
<p>STUDENT-FOCUSED</p> <p>DELIVERS POSITIVE, EQUITABLE OUTCOMES FOR STUDENTS</p>	<ul style="list-style-type: none"> Establishes ambitious, concrete goals for all team members and firmly believes in every member's ability to meet them Coaches, develops and supports team members to build a classroom environment and deliver and adjust instructional practices that consistently meet the unique needs of their students Is devoted to promoting the achievement and well-being of every student, specifically those who have traditionally struggled in school Critically reflects on behaviors to incorporate a culturally responsive approach to working with students, families and teams
<p>DATA-DRIVEN</p> <p>USES DATA, RESEARCH-BASED STRATEGIES AND EQUITY TO DRIVE DECISIONS</p>	<ul style="list-style-type: none"> Continuously reviews data across teams to determine progress and gaps in student performance Supports team members in accurately analyzing data and identifying best practices and strategies to meet student needs Assesses and coordinates data across teams to determine specific needs within each student population Works collaboratively with campus and district staff to stay current on best practices and research-based strategies to meet the needs of all students Coaches, develops and supports team members to implement the strategies and best practices that meet the needs of their students
<p>MANAGES CHANGE</p> <p>ADAPTS TO AND EFFECTIVELY SUPPORTS OTHERS THROUGH CHANGE</p>	<ul style="list-style-type: none"> Is comfortable with change and ambiguity and models an openness to change for students and teams Is flexible and nimble; adapts behavior and practices to best meet student and team needs Communicates with team about change transparently – including rationale for the change, how it will impact them, and what to expect
<p>CONTINUOUSLY GROWS</p> <p>LEARNS AND IMPROVES THROUGH FEEDBACK, PROFESSIONAL DEVELOPMENT AND SELF-REFLECTION</p>	<ul style="list-style-type: none"> Actively seeks and effectively applies feedback from all stakeholders Continuously reflects on own actions and behaviors, accurately identifies areas of strength and growth, and works to improve Demonstrates a commitment to continuous learning and improvement through engagement in self-directed professional learning based on their needs



LEADER OF GRADE LEVEL OR CAMPUS DEPARTMENT OR OTHERS

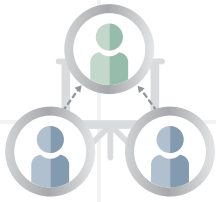
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Position Titles: Coordinator, Grade-level Chair, Department Chair, Assistant Principal

INDICATOR	BEHAVIORS
<p>COMMUNICATES EFFECTIVELY</p> <p>ACTIVELY LISTENS; RESPONDS AND SHARES INFORMATION IN A THOUGHTFUL AND TIMELY MANNER</p>	<ul style="list-style-type: none"> Actively listens to others and responds with an acknowledgement and respect of their perspective; encourages this skill in team members Is consistently accessible and responsive to all stakeholders through different forms of verbal, non-verbal, and written communication Creates tailored communication (verbally, in writing) based upon the audience and the desired outcome Ensures that messaging is timed appropriately for teams and stakeholders to take action Adapts communication to needs of different audiences to build a sense of purpose and alignment to campus and district vision
<p>TEAM-FOCUSED</p> <p>PROMOTES SHARED ACCOUNTABILITY</p>	<ul style="list-style-type: none"> Holds self accountable to meeting individual and team goals Uses campus goals to drive the focus and work of the team, providing periodic progress review and timely feedback Promotes a results-focused culture of cohesion and assuming the best in others; demonstrates a genuine interest in what may be learned from others Resolves conflicts that arise within the team in a timely and professional manner while assuming good intentions Appropriately uses judgment and discernment in determining when to elevate issues
<p>EMPOWERS OTHERS</p> <p>DEVELOPS AND SUPPORTS LEADERSHIP IN OTHERS</p>	<ul style="list-style-type: none"> Provides opportunities for team members to expand their reach and lead in different ways Actively identifies high-potential leaders and invests time and effort into supporting their growth and development Encourages and supports team members through effective feedback that facilitates growth and development Provides clear, actionable and developmentally oriented feedback and coaching to team members
<p>CELEBRATES SUCCESS</p> <p>ENCOURAGES AND PRAISES INDIVIDUAL AND TEAM PROGRESS</p>	<ul style="list-style-type: none"> Authentically and fairly recognizes the accomplishments of students and colleagues Inspires staff and students to accomplish their goals, and provides individualized guidance and support in doing so Consistently celebrates and rewards team members who demonstrate exceptional effort and outcomes through specific praise and special touches



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INDICATOR	BEHAVIORS
<p>BUILDS TRUST</p> <p>NURTURES STRONG AND TRUSTING RELATIONSHIPS WITH ALL STAKEHOLDERS</p>	<ul style="list-style-type: none"> Builds and maintains strong relationships with students, families and staff Establishes trust with students, families and staff through regular engagement, communication, responsiveness and collaboration to address issues that arise Creates an inclusive classroom environment where students and staff of all backgrounds can thrive, and advocates for what is needed
<p>COLLABORATES</p> <p>BUILDS A COLLABORATIVE AND INCLUSIVE CULTURE</p>	<ul style="list-style-type: none"> Promotes a culture of collaboration and inclusion among stakeholders Demonstrates a commitment to the shared vision of the campus and supports this commitment with team members Encourages and supports their teams to create an environment where they are engaging with each other to foster culturally responsive learning that ensures students' learning needs are met
<p>EMBODIES INTEGRITY</p> <p>DEMONSTRATES HONESTY AND ETHICS IN ALL INTERACTIONS</p>	<ul style="list-style-type: none"> Consistently models and acts in accordance with Spring ISD's core values and guiding principles in a way that promotes the mission and vision of the district Consistently exhibits honesty, integrity, fairness, stewardship, trust, respect and confidentiality
<p>SHOWS COMPASSION</p> <p>RESPONDS TO THE NEEDS OF OTHERS WITH EMPATHY AND COMPASSION</p>	<ul style="list-style-type: none"> Has an effective awareness of the personal and circumstantial needs of students and colleagues while maintaining professional standards Acknowledges significant events in the lives of students and colleagues with care, respect, compassion and genuine empathy