LEADER OF SELF

BEHAVIORS

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

Position Titles: Clerk, Secretary, Specialist, Bus Driver, Custodian

INDICATOR	BEHAVIORS
STUDENT-FOCUSED DELIVERS POSITIVE, EQUITABLE OUTCOMES FOR STUDENTS	■ Establishes ambitious, concrete goals for own work ■ Identifies how own work is connected to students; continuously reflects and adjusts strategies based on performance and input ■ Critically reflects on behaviors to incorporate a culturally responsive approach to working with campuses and families
DATA-DRIVEN USES DATA, RESEARCH-BASED STRATEGIES AND EQUITY TO DRIVE DECISIONS	■ Continuously reviews data to determine progress and gaps in performance and adjusts strategies accordingly ■ Disaggregates data by student population metrics (race, SES, ability, etc) to determine progress and gaps within all populations ■ Consistently utilizes research-based strategies and best practices in individual performance
MANAGES CHANGE ADAPTS TO AND EFFECTIVELY SUPPORTS OTHERS THROUGH CHANGE	■ Is comfortable with change and ambiguity and demonstrates and openness for change ■ Is flexible and nimble; adapts behavior and practices to best meet department needs ■ Takes ownership of change, and communicates clearly with key stakeholders about change
CONTINUOUSLY GROWS LEARNS AND IMPROVES THROUGH FEEDBACK, PROFESSIONAL DEVELOPMENT AND SELF-REFLECTION	■ Actively seeks and effectively applies feedback from colleagues ■ 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

BEHAVIORS

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

Position Titles: Clerk, Secretary, Specialist, Bus Driver, Custodian

| 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 • Is consistently accessible and responsive to all stakeholders through different forms of verbal, non-verbal, and written communication • Articulates the department and district vision in a clear and consistent way to different audiences
TEAM-FOCUSED PROMOTES SHARED ACCOUNTABILITY	• Holds self accountable to meeting individual goals • Contributes to a results-focused culture of cohesion, demonstrates a genuine interest in what may be learned from others and providing authentic, continuous feedback • Resolves conflicts that arise with colleagues in a timely and professional while assuming good intentions • Appropriately uses judgment and discernment in determining when to elevate issues
EMPOWERS OTHERS DEVELOPS AND SUPPORTS LEADERSHIP IN OTHERS	• Invests time and effort into supporting own growth, development, and contributions to the team • Identifies the strengths of and needs areas for self and others • Encourages and supports growth and development of colleagues
CELEBRATES SUCCESS ENCOURAGES AND PRAISES INDIVIDUAL AND TEAM PROGRESS	• Authentically and fairly recognizes and celebrates the accomplishments of colleagues • Inspires colleagues to accomplish their goals • Consistently celebrates and rewards colleagues who demonstrate exceptional effort and outcomes through specific praise and special touches

LEADER OF SELF

BEHAVIORS

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

Position Titles: Clerk, Secretary, Specialist, Bus Driver, Custodian

INDICATOR	BEHAVIORS
BUILDS TRUST NURTURES STRONG AND TRUSTING RELATIONSHIPS WITH ALL STAKEHOLDERS	▪ Builds and maintains strong relationships with department staff ▪ Establishes trust with department staff through regular engagement, communication, responsiveness, and collaboration to address issues that arise ▪ Creates an inclusive environment where staff of all backgrounds can thrive
COLLABORATES BUILDS A COLLABORATIVE AND INCLUSIVE CULTURE	▪ Highly collaborative; actively engages and works cooperatively with colleagues and within teams ▪ Demonstrates a commitment to the shared vision of the department ▪ Contributes to a collaborative and inclusive environment in their department where staff acknowledge each others' strengths and differences and work well together
EMBODIES INTEGRITY DEMONSTRATES HONESTY AND ETHICS IN ALL INTERACTIONS	▪ 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
SHOWS COMPASSION RESPONDS TO THE NEEDS OF OTHERS WITH EMPATHY AND COMPASSION	▪ Has an effective awareness of the personal and circumstantial needs of their colleagues ▪ Acknowledges significant events in the lives of colleagues and responds with care, respect, compassion, and genuine empathy
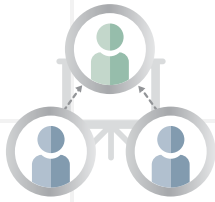
LEADER OF OTHERS

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, Manager, Assistant Director

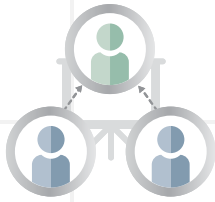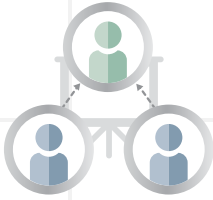| INDICATOR	BEHAVIORS
STUDENT-FOCUSED Delivers positive, equitable outcomes for students	■ Establishes ambitious, concrete goals for all team members and firmly believes in every member's ability to meet them ■ Coaches, develops and supports team members to reflect and adjust strategies to ensure department output is serving students ■ Critically reflects on behaviors to incorporate a culturally responsive approach to working with campuses, families, and teams
DATA-DRIVEN Uses data, research-based strategies and equity to drive decisions	■ Continuously reviews data across teams to determine progress and gaps in performance ■ Supports team members in accurately analyzing data and identifying best practices and strategies to meet campus needs ■ Manipulates data across teams to determine specific needs within each student population ■ Works collaboratively with district staff to stay current on best practices and research-based strategies ■ Coaches, develops and supports team members to implement the strategies and best practices that meet the needs of their campuses/departments
MANAGES CHANGE Adapts to and effectively supports others through change	■ Is comfortable with change and ambiguity and models an openness to change for teams ■ Is flexible and nimble; adapts behavior and practices to best meet department and team needs ■ Communicates with team about change transparently – including rationale for the change, how it will impact them, and what to expect
CONTINUOUSLY GROWS Learns and improves through feedback, professional development and self-reflection	■ 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 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, Manager, Assistant Director

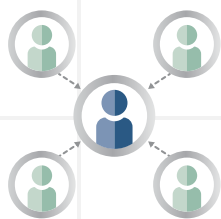| INDICATOR	BEHAVIORS
COMMUNICATES EFFECTIVELY ACTIVELY LISTENS; RESPONDS AND SHARES INFORMATION IN A THOUGHTFUL AND TIMELY MANNER	■ Actively listens to others and responds with an acknowledgement and respect of their perspective; encourages this skill in team members ■ Is consistently accessible and 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 department and district vision
TEAM-FOCUSED PROMOTES SHARED ACCOUNTABILITY	■ Holds self accountable to meeting individual and team goals ■ Uses department 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 while assuming good intentions ■ Appropriately uses judgment and discernment in determining when to elevate issues
EMPOWERS OTHERS DEVELOPS AND SUPPORTS LEADERSHIP IN OTHERS	■ 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
CELEBRATES SUCCESS ENCOURAGES AND PRAISES INDIVIDUAL AND TEAM PROGRESS	■ Authentically and fairly recognizes the accomplishments of colleagues ■ Inspires staff 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

LEADER OF 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, Manager, Assistant Director

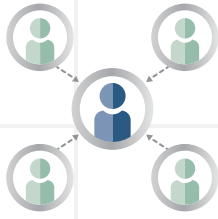| INDICATOR	BEHAVIORS
Builds Trust NURTURES STRONG AND TRUSTING RELATIONSHIPS WITH ALL STAKEHOLDERS	▪ Builds and maintains strong relationships with department staff ▪ Establishes trust with department staff through regular engagement, communication, responsiveness and collaboration to address issues that arise ▪ Creates an inclusive classroom environment where staff of all backgrounds can thrive
Collaborates BUILDS A COLLABORATIVE AND INCLUSIVE CULTURE	▪ Promotes a culture of collaboration and inclusion among stakeholders ▪ Demonstrates a commitment to the shared vision of the department 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 staff/campus needs are met
Embodies Integrity DEMONSTRATES HONESTY AND ETHICS IN ALL INTERACTIONS	▪ 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
SHOWS COMPASSION RESPONDS TO THE NEEDS OF OTHERS WITH EMPATHY AND COMPASSION	▪ Has an effective awareness of the personal and circumstantial needs of staff while maintaining professional standards ▪ Acknowledges significant events in the lives of students and colleagues with care, respect, compassion and genuine empathy

LEADER OF CENTRAL OFFICE DIVISION(S)

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: Director, Executive Director

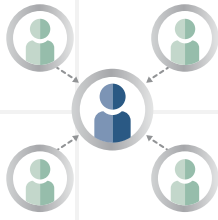| INDICATOR	BEHAVIORS
Student-Focused DELIVERS POSITIVE, EQUITABLE OUTCOMES FOR STUDENTS	■ Establishes ambitious, concrete goals for all teams and firmly believes in every team's ability to meet them ■ Proactively and continuously assesses team practices and performance and determines the best methods of adjusting strategies to better serve students ■ Critically reflects on behaviors to incorporate a culturally responsive approach to working with campuses, families, and teams ■ Builds an understanding of both conscious and unconscious bias amongst teams and works to determine ways to combat any negative affect on staff or families
DATA-DRIVEN USES DATA, RESEARCH-BASED STRATEGIES AND EQUITY TO DRIVE DECISIONS	■ Uses high-quality data and best practices to continuously review progress and identifies strategies to achieve department 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 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 ■ Frequently observes and effectively coaches others on their instructional practices to ensure that campus/department needs are met
MANAGES CHANGE ADAPTS TO AND EFFECTIVELY SUPPORTS OTHERS THROUGH CHANGE	■ 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 department-wide 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
CONTINUOUSLY GROWS LEARNS AND IMPROVES THROUGH FEEDBACK, PROFESSIONAL DEVELOPMENT AND SELF-REFLECTION	■ 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 department

Leader of Central Office Division(s)

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: Director, Executive Director

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; 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 department-wide ▪ 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 department and district vision
TEAM-FOCUSED — Promotes shared accountability	▪ Models holding self accountable and contributes to a department culture where staff evaluate their practice and contribution towards department goals ▪ Supports the development of measurable department-wide goals that are aligned to department 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 department in a professional and constructive manner, and models this behavior for others ▪ Coaches team leaders on productive conflict management, intervening as necessary
EMPOWERS OTHERS — Develops and supports leadership in others	▪ 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
CELEBRATES SUCCESS — Encourages and praises individual and team progress	▪ Authentically and fairly recognizes and celebrates the accomplishments of staff ▪ Inspires staff 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 structures within the department to meaningfully recognize and praise staff

LEADER OF CENTRAL OFFICE DIVISION(S)

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: Director, Executive Director

INDICATOR	BEHAVIORS
Builds Trust NURTURES STRONG AND TRUSTING RELATIONSHIPS WITH ALL STAKEHOLDERS	▪ Builds and maintains strong relationships with department and campus staff ▪ Facilitates a culture of trust within department and campus staff through regular engagement, communication, responsiveness, and collaboration to address issues that arise ▪ Facilitates an inclusive environment where staff of all backgrounds can thrive and advocates for what is needed
Collaborates BUILDS A COLLABORATIVE AND INCLUSIVE CULTURE	▪ Promotes a culture of collaboration and inclusion among stakeholders ▪ Demonstrates a commitment to the shared vision of the department and supports this commitment with teams ▪ Contributes to a school environment where staff are engaging with stakeholders to foster culturally responsive learning that ensures staff/campus needs are met
Embodies Integrity DEMONSTRATES HONESTY AND ETHICS IN ALL INTERACTIONS	▪ 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 department staff
SHOWS COMPASSION RESPONDS TO THE NEEDS OF OTHERS WITH EMPATHY AND COMPASSION	▪ Has an effective awareness of the personal and circumstantial needs of staff while maintaining professional standards ▪ Acknowledges significant events in the lives of colleagues with care, respect, compassion and genuine empathy

Leader of District Department(s) & Leader of Leaders

BEHAVIORS

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

Position Titles: General Manager, Assistant Superintendent, Chief

INDICATOR	BEHAVIORS
STUDENT-FOCUSED Delivers positive, equitable outcomes for students	▪ Creates and maintains a team-wide culture of establishing ambitious goals and supporting each other in accomplishing them ▪ Proactively and continuously assesses department-wide practices and performance and determines the best methods of adjusting strategies to better meet student and campus needs ▪ Models critical reflection on behaviors to incorporate a culturally responsive approach to working with internal and external stakeholders ▪ Actively ensures that bias does not negatively impact staff or families
DATA-DRIVEN Uses data, research-based strategies and equity to drive decisions	▪ Uses high-quality data and best practices to make decisions and adjust strategies in order to achieve department 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 and decisively determines actions with leadership team to address any inequities revealed ▪ Ensures that best practices and research-based strategies designed to meet the district needs are implemented effectively throughout the department ▪ Frequently observes and effectively coaches others on their instructional practices to ensure that campus/department needs are met
MANAGES CHANGE Adapts to and effectively supports others through change	▪ 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 department-wide culture where people engage in conversations that explore the issues, challenges and relationships hindering positive outcomes ▪ Expertly communicates with department about change transparently – including rationale for the change, how it will impact them, and what to expect ▪ Takes ownership of district-wide changes, and their impact on department staff
CONTINUOUSLY GROWS Learns and improves through feedback, professional development and self-reflection	▪ Is a model for actively seeking and effectively applying feedback from all stakeholders; builds and maintains a culture where people value and grow from feedback ▪ Builds a department-wide 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 improvement through engagement in professional learning based on their needs ▪ Ensures that all professional development offered is high-quality and relevant to the needs of the department

LEADER OF DISTRICT DEPARTMENT(S) & LEADER OF LEADERS

BEHAVIORS

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

Position Titles: General Manager, Assistant Superintendent, Chief

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; models this skill department-wide ▪ Is consistently accessible and responsive to all stakeholders through different forms of verbal, non-verbal, and written communication ▪ 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/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 department and district vision
TEAM-FOCUSED Promotes shared accountability	▪ Models holding self accountable and creates a culture where staff evaluate their practice and contribution towards campus goals ▪ Establishes and builds buy-in to measurable department-wide goals that are aligned to campus needs and the district's vision ▪ Creates and maintains a department-wide 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 in a professional and constructive manner and coaches others to do the same ▪ Creates a department-wide culture where staff are able to identify and productively work through conflicts
EMPOWERS OTHERS Develops and supports leadership in others	▪ 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 & develops staff to meet their potential ▪ Supports and trains leaders throughout the department in providing effective coaching and feedback
CELEBRATES SUCCESS Encourages and praises individual and team progress	▪ Authentically and fairly recognizes and celebrates the accomplishments of staff and the department ▪ Inspires staff 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 structures within the department to meaningfully recognize and praise staff

LEADER OF DISTRICT DEPARTMENT(S) & LEADER OF LEADERS

BEHAVIORS

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

Position Titles: General Manager, Assistant Superintendent, Chief

INDICATOR	BEHAVIORS
BUILDS TRUST NURTURES STRONG AND TRUSTING RELATIONSHIPS WITH ALL STAKEHOLDERS	■ Models building and maintaining strong relationships with staff, and internal and external stakeholders ■ Builds a department-wide 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
COLLABORATES BUILDS A COLLABORATIVE AND INCLUSIVE CULTURE	■ 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 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 staff/campus needs are met
EMBODIES INTEGRITY DEMONSTRATES HONESTY AND ETHICS IN ALL INTERACTIONS	■ 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 models and elevates honesty, integrity, fairness, stewardship, trust, respect, confidentiality, and builds this expectation into the culture of the department
SHOWS COMPASSION RESPONDS TO THE NEEDS OF OTHERS WITH EMPATHY AND COMPASSION	■ Has an effective awareness of the personal and circumstantial needs o, staff and stakeholders while maintaining professional standards ■ Acknowledges significant events in the lives of colleagues with care, respect, compassion, and genuine empathy ■ Builds and maintains a department-wide culture of care and compassion