

RUBRIC OF EMERGING TEACHER LEADERSHIP

From _____ To _____

A. Adult Development

1. Defines self in relation to others in the community. The opinions of others, particularly those in authority, are highly important.	Defines self as independent from the group, separating needs and goals from others. Does not often see the need for group action.	Understands self as interdependent with others in the school community, seeking feedback from others and counsel from self.	Engages colleagues in acting out of a <i>sense of self</i> and shared values, forming interdependent learning communities.
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A. Adult Development—

2. Does not yet recognize the need for self-reflection. Tends to implement strategies as learned without making adjustments arising from reflective practice.	Personal reflection leads to refinement of strategies and routines. Does not often share reflections with others. Focuses on argument for own ideas. Does not support systems that are designed to enhance reflective practice.	Engages in self-reflection as a means of improving practices. Models these processes for others in the school community. Holds conversations that share views and develops understanding of each other's assumptions.	Evokes reflection in others. Develops and supports a culture for <i>self-reflection</i> that may include collaborative planning, peer coaching, action research, and reflective writing.
3. Absence of ongoing evaluation of own teaching. Does not yet systematically connect teacher and student behaviors.	Self-evaluation is not often shared with others; however, responsibility for problems or errors is typically ascribed to others such as students or family.	Highly self-evaluative and introspective. Accepts shared responsibility as a natural part of a school community. No need for blame.	Enables others to be <i>self-evaluative</i> and introspective, leading toward self- and shared <i>responsibility</i> .

A. Adult Development—

4. In need of effective strategies to demonstrate respect and concern for others. Is polite and congenial, yet primarily focuses on own needs.	Exhibits respectful attitude toward others in most situations, usually privately. Can be disrespectful in public debate. Gives little feedback to others.	Consistently shows respect and concern for all members of the school community. Validates and respects qualities in and opinions of others.	Encourages and supports others in being <i>respectful, caring, trusted members of the school community</i> . Initiates recognition of the ideas and achievements of colleagues as part of an overall goal of collegial empowerment
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B. Dialogue

5. Interactions with others are primarily social, not based on shared goals or group learning.	Communicates with others around logistical issues/problems. Sees goals as individually set for each classroom, not actively participating in efforts to focus on common goals.	Communicates well with individuals and groups in the community as a means of creating and sustaining relationships and focusing on teaching and learning. Actively participates in dialogue.	<i>Facilitates effective dialogue</i> among members of the school community in order to build relationships and focus the dialogue on teaching and learning.
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B. Dialogue—continued

6. Does not pose questions of or seek to influence the group. Participation often resembles consent or compliance.	Makes personal point of view, although not assumptions, explicit. When opposed to ideas, often asks impeding questions that can derail or divert the dialogue.	Asks questions and provides insights that reflect an understanding of the need to surface assumptions and address the goals of the community.	Facilitates communication among colleagues by <i>asking provocative or facilitative questions</i> that open productive dialogue.
7. Does not actively seek information or new professional knowledge that challenges current practices. Shares knowledge with others only when requested.	Attends registered staff development activities that are planned by the school or district. Occasionally shares knowledge during formal and informal gatherings. Does not seek knowledge that challenges status quo.	Possesses current knowledge and information about teaching and learning. Actively seeks to use that understanding to alter teaching practices. Studies own practice.	Works with others to <i>construct knowledge through multiple forms of inquiry</i> , action research, examination of disaggregated school data, insights from others and from the outside research community.

B. Dialogue—

8. Responds to situations in similar ways; expects predictable responses from others. Is sometimes confused by variations from expected norms.	Responds to situations in different though predictable ways. Expects consistency from those in authority and from self.	Responds to situations with open-mindedness and flexibility; welcomes multiple perspectives from others. Alters own assumptions during dialogue when evidence is persuasive.	Promotes <i>open-mindedness and flexibility</i> in others; invites multiple perspectives and interpretations as a means of challenging old assumptions and framing new actions.
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C. Collaboration

9. Decision making is based on individual wants and needs rather than those of the group as a whole.	Promotes individual autonomy in classroom decision making. Relegates school decision making to the principal.	Actively participates in shared decision making. Volunteers to follow through on group decisions.	Promotes <i>collaborative decision making</i> that provides options to meet the diverse individual and group needs of the school community.
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C. Collaboration—

10. Sees little value in team building, although seeks membership in the group. Will participate, but may not connect activities with larger school goals.	Does not seek to participate in roles or settings that would involve team building. Considers most team-building activities to be pate "touchy-feely" and frivolous.	Is an active participant in team building, seeking roles and opportunities to contribute to the work of the team. Sees "teamness" as central to community.	Engages colleagues in <i>team-building activities</i> that develop mutual trust, and promotes collaborative decision making.
11. Sees problems as caused by the actions of others, e.g., students or parents; or blames self. Uncertain regarding the specifics of own involvement.	Interprets problems from own perspective. Plays the role of observer and critic, not accepting responsibility for emerging issues and dilemmas. Considers most problems to be a function of poor management.	Acknowledges that problems involve all members of the community. Actively seeks to define problems and proposes resolutions or approaches that address the situation. Finding blame is not relevant.	Engages colleagues in identifying and acknowledging problems. Acts with others to <i>frame problems and seek resolutions</i> . Anticipates situations that may cause recurrent problems.

C. Collaboration—continued

12. Does not recognize or avoids conflict in the school community. Misdirects frustrations into withdrawal or personal hurt. Avoids talking about issues that could evoke conflict.	Does not shy away from conflict. Engages conflict as a means of surfacing competing ideas, approaches. Understands that conflict is intimidating to many.	Anticipates and seeks to resolve or intervene in conflict. Actively tries to channel conflict into problem-solving endeavors. Is not intimidated by conflict, although would not seek it.	<i>Surfaces, addresses, and mediates conflict</i> within the school and with parents and community. Understands that negotiating conflict is necessary for personal and school change.
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D. Organizational Change

13. Focuses on present situations and issues; seldom plans for either short- or long-term futures. Expects certainty.	Demonstrates forward thinking in some curriculum for own classroom. Usually does not connect own planning to the future of the school.	Develops forward-thinking skills in working with others and planning for school improvements. Future goals based on shared values and vision.	Provides for and creates opportunities to engage others in <i>forward (visionary) thinking and planning</i> based on shared core values.
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D. Organizational Change—

14. Maintains a low profile during school change, basically uninvolved in group processes. Attempts to comply with changes. Expects compliance from others.	Questions status quo; suggests that others need to change to reestablish the "good old days." Selects those changes that reflect personal philosophies. Opposes or ignores practices that require a schoolwide focus.	Shows enthusiasm and involvement in school change. Leads by example. Explores possibilities and implements changes for both personal and professional development.	Initiates <i>actions toward innovative change</i> ; motivates and draws others into the action for school and district improvements. Encourages others to <i>implement practices that support schoolwide learning</i> . Provides follow-up planning and coaching support.
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D. Organizational Change—

15. Culturally unaware. "I treat everyone the same." Stage of naivete to sociopolitical implications of race, culture, ethnic, and gender issues.	Growing sensitivity to political implications of diversity. Acknowledges that cultural differences exist and influence individuals and organizations.	Acceptance and understanding; "aha" level. Has developed an appreciation of own cultural identities and a deeper appreciation/respect for cultural differences. Applies understanding in classroom and school.	Commitment to value of and building on <i>cultural differences</i> . Actively seeks to involve others in designing programs and policies that support the development of a multicultural world.
16. Attends to students in his or her own classroom. Possessive of children and space. Has not yet secured a developmental view of children.	Concerned for the preparation of children in previous grades. Critical of preparation of children and readiness of children to meet established standards.	Developmental view of children translates into concern for all children in the school (not only those in own classroom) and their future performances in later educational settings.	Works with colleagues to develop programs and policies that take <i>wholistic view of children's development</i> (e.g., multigraded classrooms, multiyear teacher assignments, parent education, follow-up studies).

D. Organizational Change—continued

17. Works alongside new teachers. Is cordial although does not offer assistance. Lacks confidence in giving feedback to others.	Shares limited information with new teachers, mainly information that pertains to administrative functions in the school (e.g., attendance accounting, grade reports). Does not offer to serve as a master teacher.	Collaborates with, supports, and gives feedback to new and student teachers. Often serves as master or cooperating teacher.	Takes responsibility for the support and development of systems for new and student teachers. Develops collaborative programs with school, district, and universities.
18. Displays little interest in the selection of new teachers. Assumes that they will be appointed by the district or those otherwise in authority.	Assumes that district will recruit and appoint teachers. Has not proposed a more active role to the teachers association.	Becomes actively involved in the setting of criteria and the selection of new teachers.	Advocates to the schools, district, and teachers association the development of hiring practices that involve teachers, parents, and students in the processes. Promotes the hiring of diverse candidates.