

## APPENDIX B

# *Rubric of Emerging Teacher Leadership*

From	→ To		
Dependent	Independent	Interdependent	Leadership
<b>A. Adult Development</b>			
<p>Defines self in relation to others in the community. Considers the opinions of others, particularly those in authority, to be highly important.</p>	<p>Defines self as independent from the group, separating personal needs and goals from those of others. Does not often see the need for group action.</p>	<p>Defines self as interdependent with others in the school community, seeking feedback and counsel from others.</p>	<p>Engages colleagues in acting out of a sense of self and shared values, forming interdependent learning communities.</p>
<p>Does not yet recognize the need for self-reflection. Tends to implement strategies as learned without making adjustments after reflective practice.</p>	<p>Engages in personal reflection leading to refinement of strategies and routines. Does not often share reflections with others. Focuses on argument for own ideas. Does not support systems designed to enhance reflective practice.</p>	<p>Engages in personal reflection to improve practice. Models improvements for others in the school community. Shares views with others and develops an understanding of others' assumptions.</p>	<p>Evokes reflection in others. Develops and supports a culture of self-reflection that may include collaborative planning, peer coaching, action research, and reflective writing.</p>

From → To

Dependent                      Independent                      Interdependent                      Leadership

**A. Adult Development (cont.)**

Does not regularly evaluate practice or systematically connect teacher and student behaviors.	Does not share results of self-evaluation with others, but typically ascribes responsibility for problems or errors to others, such as students or family.	Engages in self-evaluation and is highly introspective. Accepts shared responsibility as a natural part of the school community. Does not blame others when things go wrong.	Enables others to engage in self-evaluation and introspection, leading toward greater individual and shared responsibility.
Needs effective strategies to demonstrate respect and concern for others. Though polite, focuses primarily on own needs.	Shows respect toward others in most situations, usually in private. Can be disrespectful in public debates. Provides little feedback to others.	Consistently shows respect and concern for all members of the school community. Validates the qualities and opinions of others.	Encourages others to become respectful, caring, and trusted members of the school community. Recognizes that the ideas and achievements of colleagues are part of an overall goal of collegial empowerment.

**B. Dialogue**

Interacts with others primarily on a social level, and does not discuss common goals or group learning.	Discusses logistical issues and problems with others. Sees goals as individually set for each classroom; does not actively focus on common goals.	Communicates well with individuals and groups in the community as a means to create and sustain relationships and focus on teaching and learning. Actively participates in dialogue.	Facilitates effective dialogue among members of the school community in order to build relationships and focus the dialogue on teaching and learning.
Does not pose questions of or seek to influence the group. Participation is limited to consent or compliance.	Makes personal points of view explicit. When opposed to ideas, asks impeding questions that can derail 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 asking provocative questions that lead to productive dialogue.

(continued)

From → To

Dependent                      Independent                      Interdependent                      Leadership

**B. Dialogue (cont.)**

<p>Does not actively seek information or new professional knowledge that challenges current practices. Shares knowledge with others only when requested.</p>	<p>Attends 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.</p>	<p>Studies own practice. Knows the most current information about teaching and learning, and uses it to alter teaching practices.</p>	<p>Works with others to construct knowledge through multiple forms of inquiry, action research, examination of disaggregated school data, and insights from others and from the outside research community.</p>
<p>Responds to situations in rote fashion and expects predictable responses from others. Is sometimes confused by variations from expected norms.</p>	<p>Responds to situations in different but predictable ways. Expects similar consistency from those in authority.</p>	<p>Responds to situations with open-mindedness and flexibility; welcomes the perspectives of others. Alters own assumptions during dialogue when evidence is persuasive.</p>	<p>Promotes open-mindedness and flexibility in others; invites multiple perspectives and interpretations to challenge old assumptions and frame new actions.</p>

**C. Collaboration**

<p>Bases decision-making on personal wants and needs rather than those of the group as a whole.</p>	<p>Promotes individual autonomy in classroom decision-making. Relegates school decisions to the principal.</p>	<p>Actively participates in shared decision-making. Volunteers to follow through on group decisions.</p>	<p>Promotes collaborative decision-making that meets the diverse needs of the school community.</p>
<p>Sees little value in team building, but seeks team membership. Participates in teamwork but does not connect activities to larger school goals.</p>	<p>Does not participate in roles or settings that involve team building. Considers most team-building activities to be "touchy-feely" and frivolous.</p>	<p>Participates actively in team building; seeks roles and opportunities to contribute to the team. Sees teamwork as central to community.</p>	<p>Engages colleagues in team-building activities that develop mutual trust and promote collaborative decision-making.</p>

(continued)

From → To

Dependent                      Independent                      Interdependent                      Leadership

**C. Collaboration (cont.)**

<p>Either blames others or takes the blame personally for problems. Is uncertain about the specifics of his or her own involvement.</p>	<p>Plays the role of observer and critic; does not accept responsibility for emerging issues. Blames most problems on poor management.</p>	<p>Acknowledges that problems involve all members of the community. Defines problems and proposes approaches to address the situation. Does not consider assigning blame to be relevant.</p>	<p>Engages colleagues in identifying and acknowledging problems. Acts with others to frame problems and seek resolutions. Anticipates situations that may cause recurrent problems.</p>
<p>Refuses to recognize conflict in the school community. Misdirects frustrations into withdrawal or personal hurt. Avoids talking about issues that might evoke conflict.</p>	<p>Engages conflict as a means to surface competing ideas and approaches. Understands that conflict intimidates many.</p>	<p>Anticipates and seeks to resolve conflicts. Actively tries to channel conflicts into problem-solving endeavors. Is not intimidated by conflict, but does not seek it.</p>	<p>Surfaces, addresses, and mediates conflict within the school and with parents and community. Understands that negotiating conflict is necessary for personal and school change.</p>

**D. Organizational Change**

<p>Focuses on present situations and issues; seldom plans for the future. Expects certainty.</p>	<p>Demonstrates forward thinking for own classroom. Does not usually connect personal planning to the future of the school.</p>	<p>Develops forward-thinking skills for working with others and planning for school improvements. Bases future goals based on common values and vision.</p>	<p>Provides for and creates opportunities to engage others in visionary thinking and planning based on common core values.</p>
<p>Maintains a low profile during school change, and does not get involved with group processes. Tries to comply with changes, and expects compliance from others.</p>	<p>Questions the status quo; suggests that others need to change in order to improve it. Selects changes that reflect a personal philosophy. Opposes or ignores practices that require a schoolwide focus.</p>	<p>Is enthusiastic and actively involved in school change. Leads by example. Explores possibilities and implements changes for both personal and professional development.</p>	<p>Initiates innovative change; motivates and draws others into the action for school and district improvements. Encourages others to implement practices that support schoolwide learning. Provides follow-up planning and coaching support.</p>

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