

A. POSITION SUMMARY

UPDATED or CREATED: 6/3/13

ROLE: STUDENT

TYPE ROLE: Full Time

PURPOSE:

- To learn – to enhance own academic, social/emotional, and civic knowledge and skills on an continuous basis.
- To collaborate with other students in the learning process.
- To contribute in meaningful, positive ways to the school community.
- To take responsibility for and ownership of academic and social/emotional improvement to meet highest individual standards.

SUCCESS MEASURES: (Note: specific goals – quantity, quality, time - associated with each measure/metric are provided in *Section I, Performance Goals.*)

1. Demonstration of competencies needed for graduation.
2. Attending class.
3. Completing assignments.
4. Participation in extra-curricular activities.
5. Participation in community service projects.
6. Completion and use of an approved personal learning plan.
7. Engage parent or mentor in all student-led conferences.
8. Participation in leadership opportunities.
9. Compliance with school regulations.

ROLE REPORTS TO:

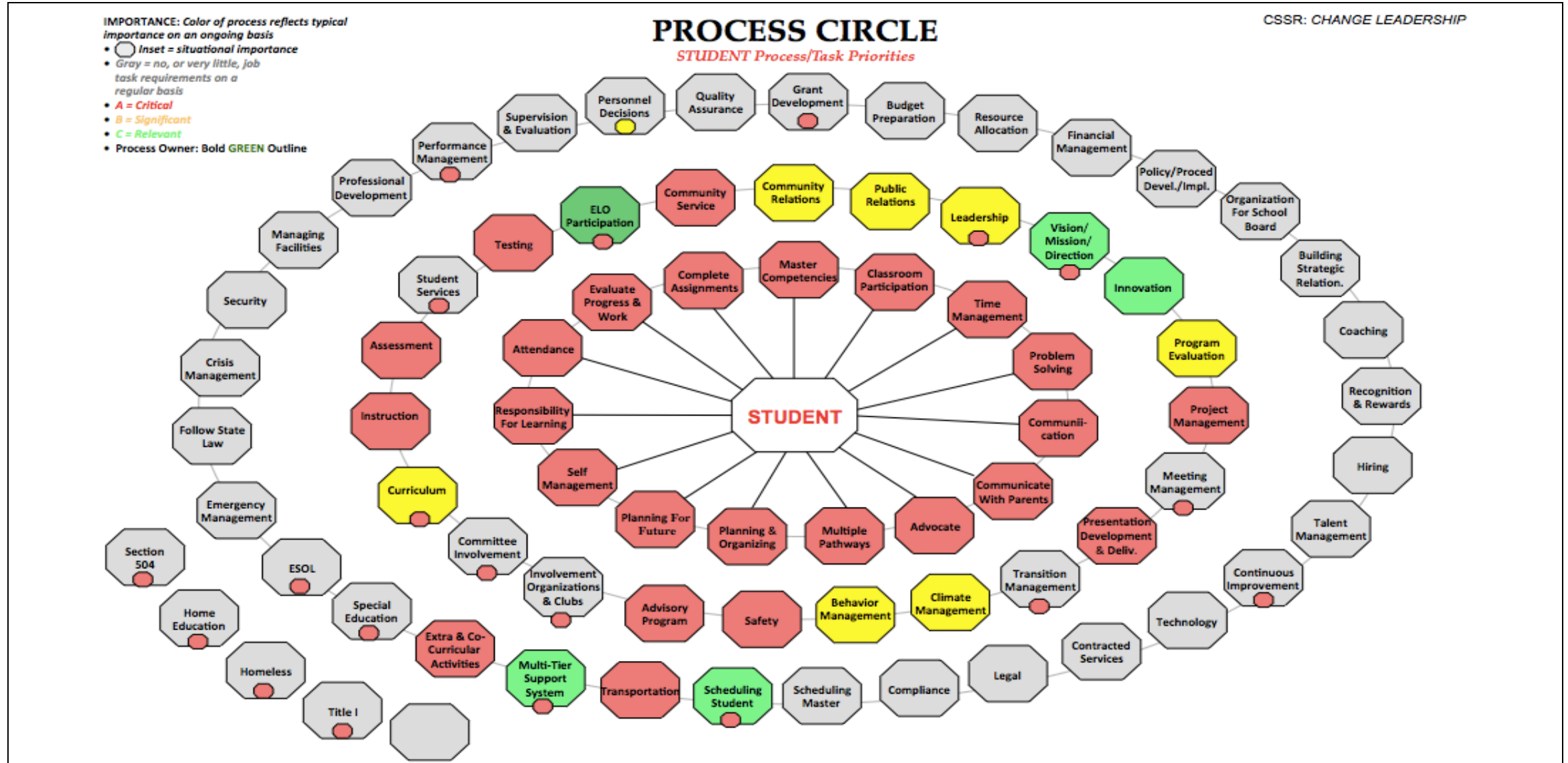
- Teachers
- Parents/Guardians

DIRECT REPORTS: None

CRITICAL INTERDEPENDENCIES (beyond direct reports): Advisory Group, Advisory Teachers, Dean of Instruction, Dean of Operations, Other Students

PROCESSES OWNED: None

C. PROCESS CIRCLE



D. POSITION/ROLE DESCRIPTION CHART

Role: STUDENT

1. Advanced Knowledge, Skills, & Talents (KSTs)	2. Basic Knowledge, Skills, & Talents (KSTs)	3. Sub-Roles Required by Top Priority Contacts & Processes/Major Tasks	4 Outputs/Results				
<p style="text-align: center;"><u>Capabilities Driving Superior P/R Performance</u></p> <p>HIGH IMPORTANCE</p> <ul style="list-style-type: none"> • <i>Accurate Empathy</i> • <i>Desire for Self-Improvement</i> • <i>Professionalism</i> • <i>Results Driven</i> <p>MODERATE IMPORTANCE</p> <ul style="list-style-type: none"> • <i>Courage</i> • <i>Leadership</i> • <i>Motivating/Influencing</i> • <i>Political Savvy</i> • <i>Strategic Relationship Building</i> 	<p style="text-align: center;"><u>Minimal Capabilities to Execute Sub-Roles and Tasks at an Acceptable Level</u></p> <p>HIGH IMPORTANCE</p> <ul style="list-style-type: none"> • Assessment • Collaboration • Communication • Listening • Problem Solving • Team Player • Technical Expertise • Technology Savvy <p>MODERATE IMPORTANCE</p> <ul style="list-style-type: none"> • Advising • Team Building <p style="text-align: center;"><u>Degrees/Licenses/Certifications</u></p> <ul style="list-style-type: none"> • None 	<p style="text-align: center;"><u>Sub-Roles that Must Be Executed Well to Generate Required Outputs/Results</u></p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> 10. Designer 11. Evaluator 15. Friend 20. Manager </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> 28. Quality Assurance Driver 29. Trouble Shooter/ Problem Solver </td> </tr> </table> <p style="text-align: center;"><u>Most Critical Contacts to Manage Well</u></p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <p>DIRECT REPORTS</p> <ul style="list-style-type: none"> • None </td> <td style="vertical-align: top;"> <p>OTHER</p> <ul style="list-style-type: none"> • Advisory Group • Advisory Teachers • Dean of Instruction • Dean of Operations • Parents/Guardians • Other Students </td> </tr> </table>	<ul style="list-style-type: none"> 10. Designer 11. Evaluator 15. Friend 20. Manager 	<ul style="list-style-type: none"> 28. Quality Assurance Driver 29. Trouble Shooter/ Problem Solver 	<p>DIRECT REPORTS</p> <ul style="list-style-type: none"> • None 	<p>OTHER</p> <ul style="list-style-type: none"> • Advisory Group • Advisory Teachers • Dean of Instruction • Dean of Operations • Parents/Guardians • Other Students 	<p style="text-align: center;"><u>Performance Measures</u></p> <ol style="list-style-type: none"> 1. Demonstration of competencies needed for graduation. 2. Attending class. 3. Completing assignments. 4. Participation in extra-curricular activities. 5. Participation in community service projects. 6. Completion and use of an approved personal learning plan. 7. Engage parent or mentor in all student-led conferences. 8. Participation in leadership opportunities. 9. Compliance with school regulations. <p style="text-align: center;"><u>Final Word/Authority</u></p> <ul style="list-style-type: none"> • Selection of attendees at student-led conferences • Selection of performance based selection tasks • Selection of ELO opportunities • Selection of instructional vehicle (dual enrollment, on-line learning, traditional classroom)
<ul style="list-style-type: none"> 10. Designer 11. Evaluator 15. Friend 20. Manager 	<ul style="list-style-type: none"> 28. Quality Assurance Driver 29. Trouble Shooter/ Problem Solver 						
<p>DIRECT REPORTS</p> <ul style="list-style-type: none"> • None 	<p>OTHER</p> <ul style="list-style-type: none"> • Advisory Group • Advisory Teachers • Dean of Instruction • Dean of Operations • Parents/Guardians • Other Students 						

E. SUB-ROLE PRIORITIZATION CHART

Role: STUDENT

- Sub-role importance: H = High, M = Moderate, L = Low, and X = Not Required.
- High importance sub-roles are highlighted in light blue.

Sub-Roles	Imp	Sub-Roles	Imp	Sub-Roles	Imp	Sub-Roles	Imp
<i>Instruction Related</i>		<i>Leadership Related</i>		<i>Management Related</i>		<i>Relationship Related</i>	
1. Advisor/Consultant/Expert	M	3. Behavior Manager	L	8. Compliance Monitor/Driver	X	2. Advocate	M
6. Coach	L	4. Black Hat	X	14. Firefighter/Crisis Manager	L	9. Counselor (therapeutic)	L
10. Designer	H	5. Champion	M	20. Manager	H	15. Friend	H
11. Evaluator	H	7. Community Builder	M	27. Professional Developer	L	25. Parent	X
13. Facilitator	L	17. Instructional Leader	X	28. Quality Assurance Driver	H		
18. Instructor	L	19. Leader	M	29. Troubleshooter/ Problem Solver	H		
22. Mentor	L	21. Mediator	L			<i>Other</i>	
		23. Motivator	M			12. Extra Hands	L
		24. Negotiator	L			16. Innovator	M
		26. Politician	L				

On the next page, descriptions for each of the sub-roles are provided. Those evaluated as being of High Importance (H) are in black and white; those evaluated as of No (X) or Low (L) importance are shaded in gray; and those evaluated as Moderate (M) are shaded in light yellow

F. Sub-Role Descriptions

<p>1. ADVISOR/ CONSULTANT/EXPERT</p> <p>Description: <i>Is an expert in a specific area of endeavor, and shares that expertise as requested.</i></p> <p>Major Tasks:</p> <ul style="list-style-type: none"> a. Gather data to understand presenting problems or challenges, and how own expertise applies to the work for which he or she has been engaged b. Educate stakeholders on his/her own capabilities c. Provide clear guidelines on availability for providing advice/expertise d. Provide advice in areas of expertise on a requested basis, or as formally scheduled e. Provide guidance to stakeholders within areas of expertise f. Let stakeholders know when requests for assistance are outside his/hers scope of expertise g. Create reports as requested 	<p>2. ADVOCATE</p> <p>Description: <i>Takes on the cause of another.</i></p> <p>Major Tasks:</p> <ul style="list-style-type: none"> a. Promote the interest of another person, group, or organization b. Build coalitions in support of another person, group, or organization c. Build a case in the support of another person, group, or organization d. Go the extra mile on behalf of another person, group, or organization e. Defend another 	<p>3. BEHAVIOR MANAGER</p> <p>Description: <i>Provides feedback and/or consequences to address sub-par or exemplary performance or behavior.</i></p> <p>Major Tasks:</p> <ul style="list-style-type: none"> a. Ensure that staff understand the consequences for poor or exemplary performance and/or behavior b. Utilize established policies and procedures to implement appropriate consequences for staff c. Enforce behavior management rules/policies d. Administer behavior management strategies in a fair and even-handed manner
<p>4. BLACK HAT</p> <p>Description: <i>Is the assigned provider of bad news or negative feedback.</i></p> <p>Major Tasks:</p> <ul style="list-style-type: none"> a. Plans negative messages in a manner to have a specific effect b. Present, as appropriate, negative messages in a fashion to soften its impact 	<p>5. CHAMPION</p> <p>Description: <i>Adopts a specific goal or cause to support in a very visible way.</i></p> <p>Major Tasks:</p> <ul style="list-style-type: none"> a. Define the goal/cause in a way that it is very understandable to others b. Put self in a position to influence others to support the goal or cause c. Enlist others to provide resources and support the goal or cause 	<p>6. COACH</p> <p>Description: <i>Develops the skills and motivation of work groups, teams, and/or individuals</i></p> <p>Major Tasks:</p> <ul style="list-style-type: none"> a. Observe and evaluate stakeholders' work to determine progress b. Provide candid and constructive feedback c. Provide alternative methods/strategies for improving knowledge, skills, and performance d. Motivate/inspire stakeholders to meet or exceed goals – provide encouragement e. Challenge individuals and teams to stretch outside their comfort zone f. Adjust coaching techniques to best fit the strength and limitations of the person being coached

<p>7. COMMUNITY BUILDER</p> <p>Description: Builds understanding for and support of organization goals with various groups of stakeholders that are external to the organization.</p> <p>Major Tasks:</p> <ul style="list-style-type: none"> a. Identify who the external stakeholders are that can impact the attainment of organization goals b. Develop and apply buy-in strategies tailored to the unique needs of the different stakeholder groups c. Establish and maintain effective relationships with key community organizations d. Establish a communication process that keeps key stakeholders in the loop 	<p>8. COMPLIANCE MONITOR/DRIVER</p> <p>Description: Is responsible for insuring that school, district, state and/or federal rules, regulations, and laws are complied with.</p> <p>Major Tasks:</p> <ul style="list-style-type: none"> a. Develop compliance related policies as required b. Create schedules for compliance monitoring c. Investigate compliance issues/failures d. Design and implement improvements in communication, monitoring, and enforcement of compliance standards e. Create and file appropriate compliance reports when and where required f. Educate others on their compliance responsibilities 	<p>9. COUNSELOR</p> <p>Description: Helps another to solve personal, academic, or professional problems.</p> <p>Major Tasks:</p> <ul style="list-style-type: none"> a. Build trust with another – provide a safe environment for self exploration b. Guide another to self-understanding c. Assist another to recognize and understand the impact of his/her behavior on others d. Guide another to find solutions to personal challenges e. Suggest resources another may use to resolve personal challenges
<p>10. DESIGNER</p> <p>Description: Creates tasks, processes, and practices that maximize own learning or improves own functioning.</p> <p>Major Tasks:</p> <ul style="list-style-type: none"> a. Employ performance data to identify targets for task, process, and/or practice change b. Create goals and a plan for implementing specific changes c. Create processes, procedures, tools, technology, and protocols to support targeted improvement efforts d. Collaborates with advising and teaching staff to design curriculum in accordance with standards and competencies. 	<p>11. EVALUATOR</p> <p>Description: Assesses the level of own functioning as an individual student and/or as a member of a team.</p> <p>Major Tasks:</p> <ul style="list-style-type: none"> a. Establish or employ clear performance standards as a basis for making evaluations b. Design evaluation vehicles and/or processes that accurately capture the current level of own proficiency as a student or member of a team in regard to specific knowledge, skills, and/or talents c. Track performance data over time to provide feedback to improve decision making 	<p>12. EXTRA HANDS</p> <p>Description: Provides support for others in the accomplishment of assigned tasks.</p> <p>Major Tasks:</p> <ul style="list-style-type: none"> a. Let others know of own capabilities and availability to assist with specific tasks b. Prepare self to meet specific task requirements – build knowledge and skills as required c. Respond to requests for assistance

<p>13. FACILITATOR</p> <p>Description: <i>Insures ownership of learning, group norms, and goal attainment by stakeholder groups engaged in common tasks.</i></p> <p>Major Tasks:</p> <ol style="list-style-type: none"> Maintain focus on the process of learning – inquiry and project based - and the enabling of effective individual and team functioning Employ multiple techniques to foster communication and effective group process Run/manage meetings – develop and follow agendas, establish process norms, insure participant participation, capture important information in meeting minutes 	<p>14. FIREFIGHTER/CRISIS MANAGER</p> <p>Description: <i>Is charged with the responsibility for finding remedies to address immediate and high-impact problems.</i></p> <p>Major Tasks:</p> <ol style="list-style-type: none"> Identify what problems deserve special and immediate attention Establish response protocols for certain types of high-impact problems Inform key stakeholders on the resolution and disposition of critical problems Investigate the cause of crises for the purpose of preventing them in the future Train others how to deal with specific high profile problems/crises 	<p>15. FRIEND</p> <p>Description: <i>Acts as an emotional support and sounding board for another individual.</i></p> <p>Major Tasks:</p> <ol style="list-style-type: none"> Provide emotional support to another Provide unconditional caring for another Support another when they are threatened or hurt Share own needs and concerns Find ways to spend enjoyable time together
<p>16. INNOVATOR</p> <p>Description: <i>Identifies new approaches to solving problems or meeting goals.</i></p> <p>Major Tasks:</p> <ol style="list-style-type: none"> Stay current on best practices Search for ways to improve existing processes or practices Facilitate brainstorming groups aimed at developing innovative approaches to achieving goals or solving problems Test and select new approaches to accomplishing key activities Disseminate/train new procedures or practices 	<p>17. INSTRUCTIONAL LEADER</p> <p>Description: <i>Sets and enforces the instructional standards required for the success of all students.</i></p> <p>Major Tasks:</p> <ol style="list-style-type: none"> Understand current research and the best practices that insure success for all students Create and support a vision for excellence in teaching and learning Ensure teachers have the knowledge and skills necessary to utilize best practices – provide PD resources as required Support peer/coach collaboration that supports the development of high quality teaching and learning practices Insure curriculum/curriculum development meets the needs of all key stakeholders Monitor teaching practices on a regular basis Reward teaching that meets standards and take corrective action for teaching that does not 	<p>18. INSTRUCTOR</p> <p>Description: <i>Is a content expert, and presents information in a formal instructional context.</i></p> <p>Major Tasks:</p> <ol style="list-style-type: none"> Develop lesson plans or session outlines in support of the presentation of specific content Prepare materials and classrooms for class activities Lecture Question to ascertain learning Provide homework to support content learning Develop, administer, and score assessments to evaluate content knowledge Maintain accurate and complete student records

	<p>h. Interpret and enforce state education codes, rules, regulations, etc.</p>	
<p>19. LEADER Description: <i>Creates and implements a vision to guide the effort of others in the service of meeting key stakeholder needs.</i> Major Tasks: <ul style="list-style-type: none"> a. Insure communication processes are in place to facilitate goal accomplishment b. Promotes collaborative decision making c. Provide clear direction concerning the allocation of resources in support of goal accomplishment d. Motivate and inspire others to focus their energies on the accomplishment of organization goals e. Ensure that rules and regulations are being followed f. Manage conflicts </p>	<p>20. MANAGER Description: <i>Executes planning and time management activities to meet day-today goals.</i> Major Tasks: <ul style="list-style-type: none"> a. Set standards and goals b. Create plans c. Create work schedules </p>	<p>21. MEDIATOR Description: <i>Works to bring two or more parties together when differing points of view or goals exist.</i> Major Tasks: <ul style="list-style-type: none"> a. Work to understand in depth the points of view of the opposing parties b. Establish agreed upon operating norms c. Clarify all key issues d. Identify from each party what would define a successful outcome e. Gain an understanding of potential points of leverage for each party f. Assist parties to put aside unproductive biases to move toward acceptable solutions g. Offer alternative solutions or courses of action that have the possibility of being accepted by all opposing parties </p>
<p>22. MENTOR Description: <i>Role models specific behaviors critical for the success of stakeholders in a specific position or role.</i> Major Tasks: <ul style="list-style-type: none"> a. Educate stakeholders on his/her scope of experience, to include successes and failures b. Share own experience to provide an example for a stakeholder as a new course of action c. Share own experience to provide an example for a stakeholder of the knowledge, skills, and talents required to address a specific challenge d. Let stakeholders know when requests for assistance are outside his/hers scope of experience </p>	<p>23. MOTIVATOR Description: <i>Creates and implements influence strategies to motivate and inspire staff and others to achieve or exceed goals.</i> Major Tasks: <ul style="list-style-type: none"> a. Evaluate the motivation level of individuals, teams, staff and other key stakeholders b. Create and employ strategies to keep staff and other key stakeholders focused and engaged in meeting organization goals </p>	<p>24. NEGOTIATOR Description: <i>Advocates for a specific position on behalf of others.</i> Major Tasks: <ul style="list-style-type: none"> a. Work to understand in depth differing points of view b. Determine ahead of time where and when compromise is possible and preferable c. Form and utilize influence strategies that have the best chance of “winning” d. Structure situations to support the point of view being advocated for e. Maintain objectivity and emotional control in high stress and/or conflict situations </p>

<p>25. PARENT</p> <p>Description: <i>Takes on accountability for the personal well-being of another individual.</i></p> <p>Major Tasks:</p> <ol style="list-style-type: none"> Insure the safety and security of another Provide personal guidance to assist another in his/her personal and cognitive growth Take on the role of protector and advocate for another Build and demonstrate a personal connection with another Go the extra mile to protect the interests of another 	<p>26. POLITICIAN</p> <p>Description: <i>Works to establish trust and credibility for the purpose of persuading others to embrace an idea and/or take specific action.</i></p> <p>Major Tasks:</p> <ol style="list-style-type: none"> Understand and employ the governance structure to influence others to attain organization goals Use tact and diplomacy to insure others behave in a way that supports organization vision, mission, and goals Create and utilize influence strategies to convince others to take a specific course of action Build coalitions to support point of view or to convince others of a point of view 	<p>27. PROFESSIONAL DEVELOPER</p> <p>Description: <i>Provides resources and opportunities for staff to enhance their knowledge and skills in a targeted fashion to meet specific goals.</i></p> <p>Major Tasks:</p> <ol style="list-style-type: none"> Identify staff strengths and limitations Develop a plan for eliminating skill gaps that is clearly aligned with organization goals Allocate resources to meet high priority development needs Track the impact of development activities Assess the effectiveness of development activity providers Adjust development plans based on the evaluation of the effectiveness of current PD activities
<p>28. QUALITY ASSURANCE DRIVER</p> <p>Description: <i>Is responsible for seeing that processes, procedures, and practices, meet established standards.</i></p> <p>Major Tasks:</p> <ol style="list-style-type: none"> Develop processes and systems to track quality Monitor assigned processes, etc. to see if they are operating within pre-set parameters Compile data to identify trends and as input into solutions 	<p>29. TROUBLESHOOTER/PROBLEM SOLVER</p> <p>Description: <i>Is called on to fix a variety of problems on an as-needed basis.</i></p> <p>Major Tasks:</p> <ol style="list-style-type: none"> Collect data to understand the causes of problems Learn and apply problem diagnostic procedures for the scope of potential issues to be addressed Engage others who possess the information necessary to solve problems Facilitate the problem solving process when multiple stakeholders are involved Document problem causes and resolutions to assist in heading off future problems 	

G. KNOWLEDGE, SKILL, AND TALENT (KST) PRIORITIZATION CHART

Role: STUDENT

- Those KSTs that are in ***bold and italics*** are judged to be difficult to acquire or enhance and are considered “Advanced.”
- Those KSTs that are not in bold and italics are considered less difficult to acquire or enhance and are considered “Basic.”
- KST importance: H = High, M = Moderate, L = Low, and X = Not Required.
- High importance KSTs for this P/R are highlighted in tan.

KST	Imp	KST	Imp	KST	Imp
• <i>Accurate Empathy</i>	H	• <i>Desire for Self-Improvement</i>	H	• <i>Professionalism</i>	H
• <i>Adaptability</i>	M	• Distributive Leadership	L	• <i>Results Driven</i>	H
• Advising	M	• Instruction	L	• <i>Strategic Relationship Building</i>	M
• Assessment	H	• Instructional Leadership	X	• <i>Student Centered</i>	L
• Collaboration	H	• <i>Leadership</i>	M	• <i>Systems Orientation</i>	L
• Communication	H	• Listening	H	• Talent Management	X
• <i>Counseling</i>	L	• Management of Classroom Environment	L	• Team Building	M
• <i>Courage</i>	M	• <i>Motivating/Influencing</i>	M	• Team Player	H
• Curriculum	L	• <i>Political Savvy</i>	M	• Technical Expertise	H
• Delegation	X	• Problem Solving	H	• Technology Savvy	H
•		•		•	
•		•		•	
•		•		•	

On the next page, descriptions for each of the KSTs are provided. Those evaluated as being of High Importance (H) are in black and white; those evaluated as of No (X) or Low (L) importance are shaded in gray; and those evaluated as Moderate (M) are shaded in light green

H. KNOWLEDGE, SKILLS, & TALENTS (KSTs)

<p>KST: ACCURATE EMPATHY)</p> <p>Description: <i>Reads people and groups very well, and uses that understanding to employ effective influence strategies.</i></p> <p>Behavioral Indicators:</p> <ol style="list-style-type: none"> a. Understands what makes self tick. b. Understands what makes others tick. c. Understands own strengths and limitations. d. Understands other’s strengths and limitations e. Accurately predicts how individuals, groups, and teams will react to specific influence strategies or situation demands. 	<p>KST: ADAPTABILITY</p> <p>Description: <i>Roles with the punches while maintaining balance and a focus on goal attainment.</i></p> <p>Behavioral Indicators:</p> <ol style="list-style-type: none"> a. Responds to problems and multiple demands as challenges rather than obstacles. b. Adjusts priorities and actions on a dime to meet the most pressing needs. c. Demonstrates enthusiasm for managing, leading, and working in a high-demand, ambiguous, and changing environment. d. Readily changes belief or point of view when presented with valid and contrary data. e. Demonstrates the ability to manage multiple tasks or demands at the same time. f. Easily shifts focus and resources to meet changing priorities 	<p>KST: ADVISING</p> <p>Description: <i>Employs own expertise in a specific area of endeavor to assist others to set priorities, goals, and plans to meet their personal and professional needs.</i></p> <p>Behavioral Indicators:</p> <ol style="list-style-type: none"> a. Uses multiple sources of data to obtain an accurate understanding of advisee’s needs. b. Determines if he/she has the right skills and “chemistry” to be able to effectively assist the advisee. c. Is responsive – demonstrates a “service” orientation d. Determines the advisee’s ability to take on new information and uses that to provide what is required – determines readiness to learn and apply new information and adjusts approach accordingly e. Provides information aligned with advisee needs and in concert with established rules, regulations, & policies. f. Lets stakeholders know when requests for assistance are outside his/hers scope of expertise
<p>KST: ASSESSMENT</p> <p>Description: <i>Employs effective assessment techniques in the service of improving own performance at the individual, team, and/or classroom level.</i></p> <p>Behaviors:</p> <ol style="list-style-type: none"> a. Understands at a deep level the performance standards for which assessments are being conducted. b. Uses formative assessments as an effective learning tool. c. Insures that assessments are relevant/authentic, e.g., facilitates own selection of relevant assessment tasks. d. Uses data from assessments that produce effective measures of performance against standards. e. Employs multiple sources of feedback to enhance the validity and quality of the data provided e.g. seeking teacher input or peer feedback 		<p>KST: COLLABORATION</p> <p>Description: <i>Works jointly with others in a respectful and mutually beneficial way to achieve common goals.</i></p> <p>Behavioral Indicators:</p> <ol style="list-style-type: none"> a. Actively seeks to improve working relationships with others. b. Takes action to head off conflicts and improve interpersonal relations for the purpose of improving productivity. c. Recognizes when to put aside personal goals for the greater good. d. Recognizes and rewards positive collaborative efforts shown by others. e. Fosters a deep collective determination to reaching common objectives – builds team commitment to goal attainment.

<p>KST: COMMUNICATION</p>	<p>KST: COUNSELING</p>	<p>KST: COURAGE</p>
<p>Description: <i>Communicates for influence purposes well in both the written and spoken word.</i></p> <p>Behavioral Indicators:</p> <ul style="list-style-type: none"> a. Takes the time necessary to create effective communications – oral or written. b. Tailors communications to reflect the importance to and needs of stakeholders. c. Demonstrates the ability to use multiple communication vehicles as appropriate. d. Times communications for best impact. e. Institutes communication processes that insure key stakeholders are always in the loop, particularly during change. 	<p>Description: <i>Provides a safe environment for the discussion and resolution of personal problems or challenges.</i></p> <p>Behavioral Indicators:</p> <ul style="list-style-type: none"> a. Demonstrates comfort in working with all stakeholders regardless of SES, race, ethnicity, or personality. b. Works at building trust - is non-judgmental - is honest with the counselee – maintains confidentiality. c. Demonstrates genuineness and warmth. d. Works from a diagnostic framework that is effective in understanding problems and in finding solutions. e. Employees effective techniques, e.g., attending, probing questions, empathizing, reflective listening, that are designed to assist the counselee to both understand and take responsibility for his/her issues. f. Is pragmatic – provides information and potential courses of action that fit the circumstances. g. Is aware of own strengths and limitations as a counselor and does not step outside own capabilities. h. Recognizes when the presenting problems need more in-depth attention than he/she can provide – provides effective referrals in those situations. 	<p>Description: <i>Perseveres in the face of physical and emotional threats and strong resistance to change; can go it alone.</i></p> <p>Behavioral Indicators:</p> <ul style="list-style-type: none"> a. Pursues high value objectives even knowing that there will be resistance, to include potential personal attacks. b. Maintains appropriate values, policies, and good leadership practices in the face of very strong opposition. c. Knows what’s right for students and staff, and sticks to that when challenged - stays the course. d. Does not personalize negative feedback - has thick skin.
<p>KST: CURRICULUM</p>	<p>(CURRICULUM continued)</p>	<p>KST: DELEGATION</p>
<p>Description: <i>Creates courses that reflects content aligned with state and district curriculum standards.</i></p> <p>Behavioral Indicators:</p> <ul style="list-style-type: none"> a. Adapts or creates course content and concepts to best fit learner needs – both as individuals and teams or whole groups b. Demonstrates an acute understanding of the learning process and employs that in his/her course design work. c. Designs and applies assessment methodologies that accurately reflect the learning and application of skills in line with curriculum standards. 	<ul style="list-style-type: none"> d. Contributes to effective course design through the collaboration with others. 	<p>Description: <i>Provides tasks and responsibilities to others that are meaningful and empowering/motivating.</i></p> <p>Behavioral Indicators:</p> <ul style="list-style-type: none"> a. Delegates meaningful activities for the purpose of motivating staff. b. Delegates tasks with the specific purpose of developing staff skills, but only to the extent that risks of failure can be adequately managed. c. Delegates authority and responsibility for the express purpose of developing leadership skills and creating buy-in; is committed to distributive leadership. d. Delegates to insure own plate does not become full to the point where own performance deteriorates.

KST: DESIRE FOR SELF-IMPROVEMENT	KST: DISTRIBUTIVE LEADERSHIP	KST: INSTRUCTION
<p>Description: <i>Continually seeks to improve own skills in line with current academic requirements or career aspirations – is a self-directed learner.</i></p> <p>Behavioral Indicators:</p> <ul style="list-style-type: none"> a. Identifies knowledge and skill development needs and desires. b. Sets short and long-term goals for knowledge and skill enhancement. c. Advocates for own learning – pushes for learning opportunities. d. Seeks to make relevant connections between learnings and life demands. e. Transfers learnings from one situation to another. f. Creates ongoing opportunities to learn from others, to include peers. g. Challenges self - demonstrates the willingness to take risks in trying to gain proficiency with new skills – recognizes failure and anxiety are part of the learning process. h. Learns from mistakes. i. Responds appropriately to feedback. 	<p>Description: <i>Promotes the sharing of leadership responsibilities and authority to enhance capacity to foster and sustain positive change.</i></p> <p>Behavioral Indicators:</p> <ul style="list-style-type: none"> a. Recognizes that the sharing of leadership leads to buy-in and the motivation of stakeholders. b. Shares leadership in an intentional fashion to motivate and build capacity. c. Only distributes leadership to others when they are ready for it – manages the risk of sharing leadership appropriately. d. Provides others with leadership development activities in the service of preparing them for taking on more leadership responsibilities. 	<p>Description: <i>Employs the instructional strategies best suited to meet learner needs.</i></p> <p>Behavioral Indicators:</p> <ul style="list-style-type: none"> a. Sets learning outcomes that are rigorous and appropriate for the discipline, and take into account the varying needs of individual students. b. Demonstrate instructional preparation to include the development of effective lesson plans aligned with course objectives and curriculum standards. c. Creates lesson and unit structure that is clear and allows for different pathways reflecting different student needs. d. Lessons are sequenced in a fashion that is logical and facilitates a high level of cognitive engagement. e. Insures that all students are intellectually engaged in challenging content through well-designed learning tasks. f. Adjusts pacing to insure there is time for students to engage, reflect, and understand. <p>(CONTINUED IN THE BOTTOM LEFT AND MIDDLE COLUMNS)</p>
(INSTRUCTION continued)	(INSTRUCTION continued)	KST: LISTENING
<ul style="list-style-type: none"> g. Employs teaching and learning strategies designed to best facilitate the learning of key concepts, e.g., inquiry, discussion, and project-based learning strategies. h. Appropriately adjusts instructional strategies, activities, and assignments to meet individual student or student team needs. i. Demonstrates the ability to meet the needs of the full range of student abilities in their classroom/charge regardless of the academic diversity of the students. j. Tracks own effectiveness and changes strategies when results do not meet goals. 	<ul style="list-style-type: none"> k. Employs the role best suited to meet learner needs, i.e., moves between instructor, facilitator, coach, and advisor roles as necessary. l. Provides students with individual support based on needs. m. Employs authentic formative and summative assessments. n. Appropriately employs technology to support the attainment of learning objectives. o. Appropriately engages with family members to facilitate their students learning process 	<p>Description: <i>Strives to obtain a deep understanding of others needs, desires, and concerns.</i></p> <p>Behavioral Indicators:</p> <ul style="list-style-type: none"> a. Demonstrates focused attention to what others are communicating be it oral or non-verbal. b. Uses eye contact and body posture to let others know he/she is listening and is interested in what is being conveyed. c. Repeats, reflects back, paraphrases, and asks questions to check for understanding and to reassure the speaker that he or she is being heard. d. Does not interrupt inappropriately.

<p>KST: INSTRUCTIONAL LEADERSHIP</p>	<p>(INSTRUCTIONAL LEADERSHIP continued)</p>	<p>KST: LEADERSHIP</p>
<p>Description: <i>Creates and implements a compelling vision of the curriculum, teaching, and learning standards and practices that will result in college and career readiness for each and every student.</i></p> <p>Behavioral Indicators:</p> <ul style="list-style-type: none"> a. Is conversant with current research and best practice re: curriculum, educational philosophies, teaching strategies, learning strategies, technology, assessment, professional learning community development, etc. b. Recognizes and acts on the need to create a fully integrated professional learning community. c. Is unrelenting in his/her focus on student needs and outcomes as the driver of appropriate instructional and learning strategies. d. Focuses on the institution of both proven and innovative educational best practices that drive positive outcomes for each and every student. e. Sets and enforces the instructional standards required for the success of all students. f. Creates and implements a plan for monitoring teacher effectiveness, to include the provision of appropriate feedback on a timely basis. 	<ul style="list-style-type: none"> g. Insures that teachers have the resources necessary to to their jobs. h. Insures that professional development activities for faculty are sufficient to insure that instructional and learning strategies are implemented effectively. i. Creates opportunities for teachers to learn from each other. j. Demonstrates a visible presence that motivates and lends credence for the need to meet standards. k. Takes appropriate action with teachers who do not meet standards. 	<p>Description: <i>Embraces being in charge and making the tough decisions.</i></p> <p>Behavioral Indicators:</p> <ul style="list-style-type: none"> a. Understands and fully utilizes the authority of the position. b. Is comfortable taking calculated risks in the service of achieving important goals. c. Creates a vision that motivates and provides others with clear direction and purpose. d. Insures that values, vision, mission, and educational philosophy at own level are crystal clear and student centered. e. Takes action to eliminate all activities that do not support the district’s values, vision, mission, and educational philosophy. f. Demands behavior and outcomes that support high performance standards for students and staff. g. Does not accept the status quo in any fashion when the status quo is an obstacle to meeting goals. h. Appropriately confronts others who do not demonstrate and/or support appropriate student centered values and goals. i. Admits mistakes; takes responsibility for own actions – no finger pointing. j. Stands up for beliefs in the face of opposition.
<p>KST: MOTIVATING/INFLUENCING</p>	<p>(MOTIVATING/INFLUENCING continued)</p>	<p>(MOTIVATING/INFLUENCING continued)</p>
<p>Description: <i>Employs a sophisticated array of influence strategies designed to inspire and/or gain compliance.</i></p> <p>Behavioral Indicators:</p> <ul style="list-style-type: none"> a. Creates influence goals specifically designed to support outcomes in line with district values, vision, mission, and guiding principles. b. Takes time to connect with people on a regular basis; is intentional in building relationships for the purpose of motivating and influencing others’ performance. 	<ul style="list-style-type: none"> c. Is effective in building a case to convince others of a point of view. d. Adjusts message, influence style, and strategies to meet situational requirements. e. Develops and employs a suite of influence strategies that can be called upon as needed to meet specific influence goals. Employs a ranges of influence strategies to meet specific influence goals. 	<ul style="list-style-type: none"> f. Uses humor to defuse conflict and engage with and motivate others – sets a positive tone for meaningful interactions.

KST: MGMT OF CLASSROOM ENVIRON	(MGMT OF CLASSROOM ENVIRON continued)	KST: PROBLEM SOLVING
<p>Description: <i>Creates a classroom characterized by respect, full participation, and a visible and enthusiastic engagement in the learning process.</i></p> <p>Behavioral Indicators:</p> <ul style="list-style-type: none"> a. Demonstrates caring, fairness, and respect when dealing with students and/or colleagues. b. Insures that all student voices are heard – helps students develop their voice. c. Creates a shared belief in the importance of learning by demonstrating clarity of purpose and high expectations. d. Holds high expectations for self and students. e. Models hard work and investment in the teaching and learning process. f. Facilitates the process by which students take ownership for their learning, i.e., leverages students interests to create learning opportunities with salience. g. Facilitates teamwork and students assisting one another with learning tasks. h. Holds students accountable for their performance. i. Initiates the year with a set of class rules/guidelines that are taught, monitored, and enforced. j. Establishes a set of routines and procedures that create a positive learning environment at the start of every session. k. Encourages and nurtures a sense of community, respect, and effective working relationships. l. Assists students to develop a set of routines and procedures that facilitate learning. m. Optimizes the classroom’s physical space to facilitate easy teacher movement and proximity, as well as student movement and transitions. n. Deals with disruptive behavior effectively and efficiently, to include having a collection of corrective consequences for misbehavior. 	<ul style="list-style-type: none"> o. Uses preventive strategies to head off behavioral problems. p. Supports school discipline policies, while knowing when it is OK to bend the rules to better facilitate student development and accountability. 	<p>Description: <i>Gets below the surface quickly to fully understand problems and identify potential solutions.</i></p> <p>Behavioral Indicators:</p> <ul style="list-style-type: none"> a. Pushes for and uses relevant data to solve problems and make decisions. b. Asks meaningful and relevant questions designed to surface salient data. c. Identifies and evaluates the bias and reliability of a source of information d. Determines the relevancy and sufficiency of information as it relates to the problem or task at hand. e. Integrates information from multiple sources. f. Defines the problem. g. Breaks a problem down into its component parts to better understand cause-effect elements. h. Never misses the human element in the problem solving and decision making process. i. Uses diagnostic frameworks/models to understand what works and what doesn’t given the problem to be solved. j. Quickly identifies when a course of action will not succeed and makes appropriate adjustments. k. Establishes criteria for a successful solution. l. Designs, develops, and tests solutions. m. Continually seeks to identify and implement new practices that solve problems or meet well-defined needs. n. Prioritizes and manages time. o. Plans, organizes, and coordinates activities in a fashion that optimizes both resource use and outcomes.

<p>KST: POLITICAL SAVVY</p> <p>Description: <i>Understands that power and influence make the world go round, and positions self to take advantage of relationships and power structures to attain goals.</i></p> <p>Behavioral Indicators:</p> <ol style="list-style-type: none"> Is street smart. Understands the formal and informal power structures within teams, communities, districts, and state education bureaucracies. Accurately identifies those in power for the purpose of creating strategies designed to move own agenda forward. Understands the need for and employs coalitions and strategic political relationships to assist in meeting district goals. Recognizes when it makes more sense to back off and fight another day; has an acute sense of timing with regard to influence activities. 	<p>KST: PROFESSIONALISM</p> <p>Description: <i>Demonstrates positive values under all circumstances; models what is expected of others.</i></p> <p>Behavioral Indicators:</p> <ol style="list-style-type: none"> Demonstrates integrity and humility in all matters. Acts in an ethical manner at all times. Puts the needs of others before own needs. Values diversity/people- demonstrates respect regardless of the situation. Evaluates people and issues on their merit without being unduly influenced by emotions and personal biases. Doesn't let the heat of the moment obscure the facts and impair judgment – maintains objectivity. Does everything necessary to get done what signed up for - goes the extra mile. Fulfills promises - sees things through. 	<p>KST: RESULTS DRIVEN</p> <p>Description: <i>Insists that all activities clearly drive toward improved student outcomes; sets & pursues concrete goals.</i></p> <p>Behavioral Indicators:</p> <ol style="list-style-type: none"> Bases all decisions on what will improve own outcome. Plans and prepares to meet goals and contribute to meaningful discussions in meetings and classroom. Strives to meet and/or exceed standards on all assignments. Is action oriented – is continually active in driving toward goal attainment. Defers to others' expertise as appropriate - surrounds self with others who are dedicated and whose skills and talents are complementary Builds high performing teams as the engine of change.
<p>KST: STRATEGIC RELATIONSHIP BLDG</p> <p>Description: <i>Creates and sustains relationships that foster goal attainment.</i></p> <p>Behavioral Indicators:</p> <ol style="list-style-type: none"> Creates successful strategic relationships with influential people for the purpose of furthering district goals. Joins or creates coalitions that foster district goals. Through relationship building creates turns disinterested parties into stakeholders with a commitment to support district and school goals. Encourages peers and other staff to engage in relationship building that helps the district and provides development opportunities. 	<p>KST: STUDENT CENTERED</p> <p>Description: <i>Bases all goals, plans, and actions on what is best for students, and influences others to do the same.</i></p> <p>Behavioral Indicators:</p> <ol style="list-style-type: none"> Insures that systems are in place to continually gather valid data on student needs. Insures that vehicles are in place to capture the voice of the student. Insures that student needs are incorporated into all planning and activities. Continually seeks out and applies practices that benefit students, to include opportunities for significant leadership, team membership, and meaningful choices re: learning activities. 	<p>KST: SYSTEMS ORIENTATION</p> <p>Description: <i>Recognizes the interrelatedness of all aspects of organization functioning, and takes that into account when planning and making decisions; is process oriented.</i></p> <p>Behavioral Indicators:</p> <ol style="list-style-type: none"> Institutes processes and systems to stabilize the organization and to insure the successful implementation of initiatives over time. Understands and maintains the appropriate balance between system/process control and unnecessary bureaucracy/red tape. Creates processes and systems that provide an ongoing and accurate pulse of the district's climate and performance as it applies to meeting goals. Puts processes and systems in place that track performance for continuous improvement purposes.

<p>KST: TALENT MANAGEMENT</p>	<p>(TALENT MANAGEMENT continued)</p>	<p>KST: TEAM BUILDING</p>
<p>Description: <i>Stays focused on improving the capabilities of all staff; understands capacity building.</i> Behavioral Indicators: a. Has a big picture orientation, goals, and plans with regard to the integration and management of critical talent management functions, i.e., position analysis, recruiting, hiring, promotion, orientation, training, professional development, performance appraisal, career-pathing, succession planning, staffing plans, job-matching, and termination. b. Makes good hires based on a clear picture of district needs and goals.</p>	<p>c. Makes staff development a priority, which is reinforced by the mentoring and coaching he/she provides others and the resources allocated to professional development. d. Creates and executes effective short and long-term staffing plans and strategies to insure the talent required is available to meet district goals. e. Views the classroom from a talent management perspective, i.e., optimizing the skill development of every student as individuals and as members of a team.</p>	<p>Description: <i>Recognizes the value of teams, and employs them to drive change.</i> Behavioral Indicators: a. Recognizes when and how to create teams to meet specific goals. b. Provides teams with adequate authority and resources to meet their goals. c. Builds teams for the express purpose of owning and driving change initiatives - makes them the engine of change. d. Creates team performance metrics for the purpose of tracking performance and making adjustments as necessary to meet team goals.</p>
<p>KST: TEAM PLAYER</p>	<p>KST: TECHNICAL EXPERTISE</p>	<p>KST: TECHNOLOGY SAVVY</p>
<p>Description: <i>Fulfills assigned roles on a team and stays focused on meeting team goals.</i> Behavioral Indicators: a. Understands own role on a team and works to fulfill that role to best of his/her ability. b. Adopts different roles and responsibilities as needed to best leverage the strengths of team members. c. Compromises in the service of setting and meeting team goals. d. Demonstrates sensitivity and respect for the needs and concerns of other team members - to include a concern for personal welfare of other team members. e. Looks for opportunities to provide support and recognition to other team members f. Proactively shares information and expertise that is helpful to others on the team g. Responds willingly to requests for help from other team members - willingly shares the workload and pinch hits for other team members h. Provides feedback to team members that is accurate, objective, specific, and timely.</p>	<p>Description: <i>Stays current on the technical aspects of his/her role as student.</i> Behavioral Indicators: a. Makes it a point to be fully informed as to what his/her position or role requirements are with regard to results/outcomes, critical tasks and sub-roles, and basic and advanced knowledge, skills, and talents. b. Actively seeks feedback on own performance to identify areas needing improvement. c. Knows own knowledge, skills, and talent deficits and makes a concerted effort to close gaps and/or to find ways to accommodate own limitations. d. Actively engages in efforts to close own performance gaps. e. Recognizes when own expertise is not sufficient to meet a specific needs and seeks help from others to provide that expertise. f. Willingly shares own expertise to assist others to better meet their position and/or role requirements.</p>	<p>Description: <i>Stays current with the digital tools and programs required by their position or major roles.</i> Behavioral Indicators: a. Is conversant with the digital technology used by students on a daily basis. b. Uses digital tools and programs appropriately in accomplishing own work tasks, and/or as an enabler of instructional and learning strategies with students. c. Demonstrates the requisite knowledge and skills to use digital technology such as the following to accomplish work tasks: smartphones, internet, texting, emailing, iPad, laptop and desktop computers, wikis, Microsoft Office suite of programs, and discipline-specific applications. as</p>

I. PERFORMANCE GOALS (optional)

Role: STUDENT

- This chart is used during an annual review or the PD process to set performance targets, which may be either process/activity or outcome goals.
- SMART Goals associated with each of the Performance Measures listed in column 4 of the P/R Description Chart (see page 4 above) are described below.
- **SMART** = Specific, Measurable, Attainable, Realistic, and Time-Bound.

1. Performance Measure: <u>SMART GOAL:</u> 	2. Performance Measure: <u>SMART GOAL:</u>
3. Performance Measure: <u>SMART GOAL:</u> 	4. Performance Measure: <u>SMART GOAL:</u>
5. Performance Measure: <u>SMART GOAL:</u> 	6. Performance Measure: <u>SMART GOAL:</u>
7. Performance Measure: <u>SMART GOAL:</u> 	8. Performance Measure: <u>SMART GOAL:</u>

J. PROFESSIONAL DEVELOPMENT WORKSHEET (optional)

Role: STUDENT

- This chart is used for professional development purposes and is aligned with the performance goals noted on the prior page and the high-importance (red/critical) items on the Contact and Process Circles.
- Those sub-roles highlighted in light blue were identified as of high importance for this P/R.
- Those KSTs highlighted in tan were identified as high priority for this P/R, and support the demonstration of the high priority roles.

Sub-Role	S	ND	Sub-Role	S	ND
INSTRUCTION RELATED			MANAGEMENT RELATED		
1. Advisor/Expert/Consultant			8. Compliance Monitor/Driver		
6. Coach			14. Firefighter/Crisis Manager		
10. Designer			20. Manager		
11. Evaluator			27. Professional Developer		
13. Facilitator			28. Quality Assurance Driver		
18. Instructor			29. Troubleshootr/Problm Solvr		
22. Mentor			RELATIONSHIP RELATED		
LEADERSHIP RELATED			2. Advocate		
3. Behavior Manager			9. Counselor (therapeutic)		
4. Black Hat			15. Friend		
5. Champion			25. Parent		
7. Community Builder			OTHER		
17. Instructional Leader			12. Extra Hands		
19. Leader			16. Innovator		
21. Mediator					
23. Motivator					
24. Negotiator					
26. Politician					

KST	S	ND	KST	S	ND
• Accurate Empathy			• Listening		
• Adaptability			• Mgmt of Classroom Environ		
• Advising			• Motivating/Influencing		
• Assessment			• Political Savvy		
• Collaboration			• Problem Solving		
• Communication			• Professionalism		
• Counseling			• Results Driven		
• Courage			• Strategic Relatonshp Bldg		
• Curriculum			• Student Centered		
• Delegation			• Systems Orientation		
• Desire Self-Imprvment			• Talent Management		
• Distributive Leadership			• Team Building		
• Instruction			• Team Player		
• Instructional Leadership			• Technical Expertise		
• Leadership			• Technology Savvy		
•			•		
•			•		
•			•		
•			•		

PROFESSIONAL DEVELOPMENT RECOMMENDATIONS:

K. BEFORE AND AFTER CHART (optional)

Role: STUDENT

- This chart is used when a P/R is being updated and there are significant changes in requirements, or as part of the professional development process.

P/R ELEMENT	NOW	AFTER P/R CHANGES OR FUTURE PD PLANNING	COMMENTS
1. Outcomes Reflecting Success (Measurable)			
2. Most Important Contacts/ Interfaces			
3. Most Important Sub-Roles (based on most Critical Contacts and Tasks/ Processes)			
4. Workload			
5. Special Requirements			

P/R ELEMENT	NOW	AFTER P/R CHANGES OR FUTURE PD PLANNING	COMMENTS
6. What Is No Longer Required - Comes off the Plate	N/A		
7. Authority – Final Word on			
8. Primary Knowledge, Skill, and Talent Requirements			
9. Professional Development Requirements			