LAMARcisd
A PROUD TRADITION | A BRIGHT FUTURE

Leadership Development Framework

A Reference Tool for Leadership Development

MESSAGE FROM THE SUPERINTENDENT

During the 2017-2018 school year, Lamar CISD was selected as one of seven school districts in Texas to participate in the inaugural cohort of The Holdsworth Center's District Leadership Program. Through our partnership with The Holdsworth Center, Lamar CISD established the Leadership Definition – a unified definition of a student-centered leader in the District.

We know that effective District leadership has an incredible impact on our students and helps us maintain successful schools. In Lamar CISD, we want to build a culture where all of our employees, no matter the level, have the opportunity to be engaged, grow and advance in the District.

The Lamar CISD Leadership Development Framework helps us identify, develop, place and support leaders in the District, and provides a pathway for employees to be involved and grow professionally.

In this document, you'll find our Promise to Parents, the Leadership Institute, the Leadership Definition and each of our leadership competencies for staff. I hope that we all continue to challenge ourselves so we can better prepare our students for success.
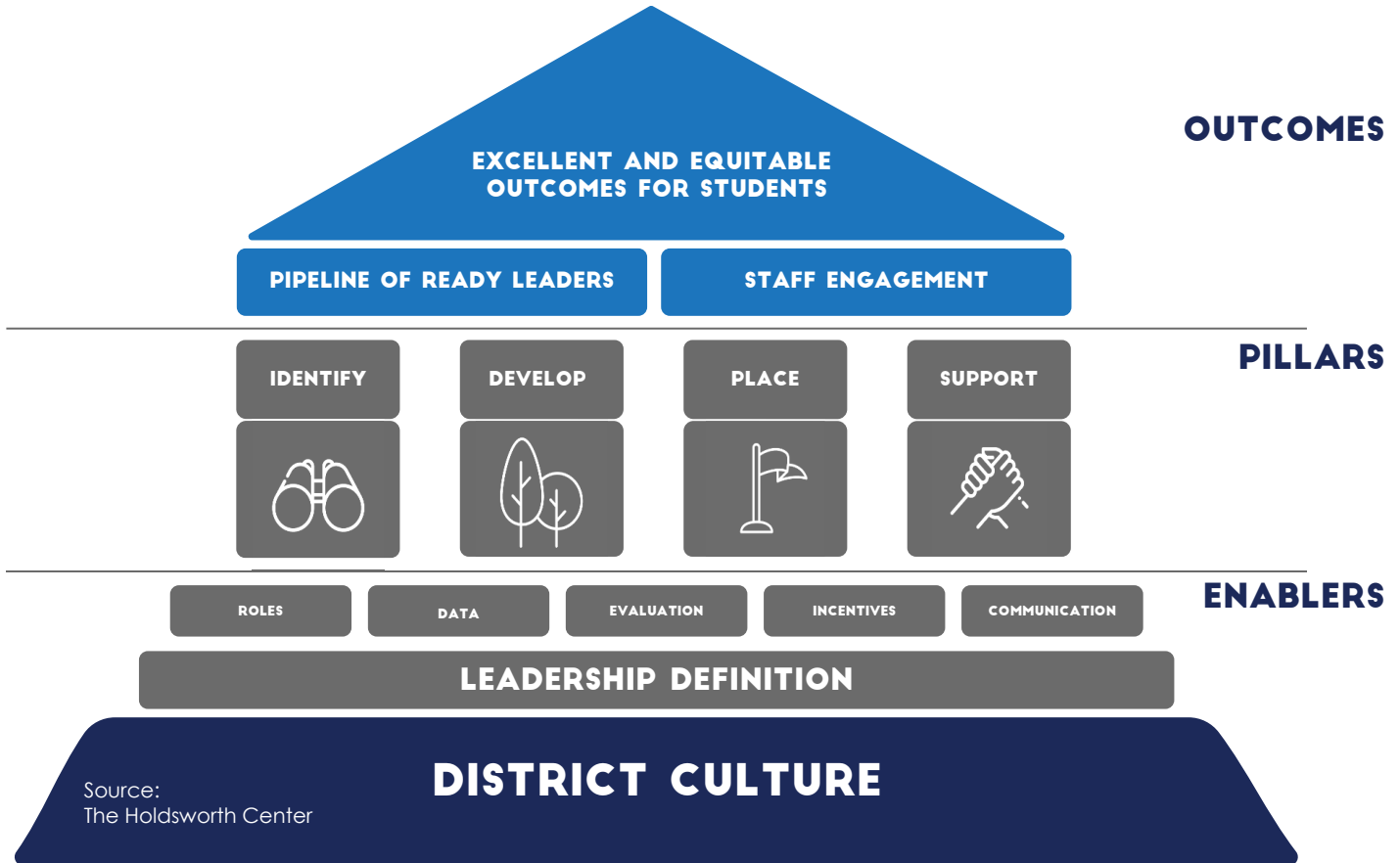
Dr. Roosevelt Nivens, Superintendent

LEADERSHIP DEVELOPMENT FRAMEWORK

Effective District leadership influences student achievement and is required to build and maintain successful schools. With that in mind, Lamar CISD created the Leadership Development Framework to provide staff at every level with opportunities for professional development and growth.

OUTCOMES

EXCELLENT AND EQUITABLE OUTCOMES FOR STUDENTS

PIPELINE OF READY LEADERS | STAFF ENGAGEMENT

PILLARS

IDENTIFY | DEVELOP | PLACE | SUPPORT

ENABLERS

ROLES | DATA | EVALUATION | INCENTIVES | COMMUNICATION

LEADERSHIP DEFINITION

DISTRICT CULTURE

Source:
The Holdsworth Center

Elements of the Lamar CISD Leadership Development Framework

Promise to Parents
Outlines District values through a promise to our parents

Leadership Institute
An institute for campus leadership opportunities and continuous improvement

Leadership Definition
Defines what leadership looks like in the District

Leadership Definition Competencies
Clearly-defined competencies aligned with the Leadership Definition

PROMISE TO PARENTS

Lamar CISD's Promise to Parents outlines District values through a list of things we will always do and things we will never do. Lamar CISD is dedicated to providing a safe, engaging learning environment where every student feels supported, celebrated and encouraged.

THINGS WE WILL ALWAYS DO

- Personally model the character traits that we wish for our students to develop.

- Demonstrate our faith in people by setting high goals.

- Hold ourselves accountable for the results we achieve.

- Act as learners ourselves by relentlessly pursuing new information, strategies and approaches.

- Laugh. Be joyful. Sing.

- Support each other by celebrating success, circling the wagons, or giving encouragement during a struggle.

- Act as though we were spending our own money.

- Focus on the right thing.

- Be the family for those who have none.

THINGS WE WILL NEVER DO

- Allow race, culture, economic status or intellect to dictate the opportunities of our students.

- Ignore or rationalize the data and evidence in order to maintain the comfort of the status quo.

- Avoid risks for fear of failure.

- Compromise the trust of our parents by abusing the faith they have in us to love their children.

LEADERSHIP INSTITUTE

The Leadership Institute is for teachers and campus administrators who aspire to improve as leaders. There are opportunities for an employee to enter the Leadership Institute at any stage of his/her career.

LAMAR CONSOLIDATED ISD

LEADERSHIP INSTITUTE

PASSION FOR PEOPLE - PLAN FOR SUCCESS - DRIVE FOR RESULTS

PRESERVICE

The "Masters Cohort" is a by-invitation opportunity purposefully designed to support teachers in developing leadership skills while completing their Masters in Administration in a one year University of Houston Cohort.

BRIDGE

The Bridge Program consists of activities for aspiring administrators that provide opportunities to practice leadership skills while partnering with district mentors.

ASSISTANT PRINCIPAL INDUCTION 1.0

Induction 1.0 is framed around cohort work with first year assistant principals. Engagement in practical and relevant learning is done in an atmosphere of peer support.

EMERGING

Preparation for the principalship begins during the year after induction. A series of activities is designed around the theme of instructional leadership, human capital, executive leadership, school culture, strategic operations and the role of the principal.

PRINCIPAL INDUCTION 2.0

Induction 2.0 provides support to the first year principal as he/she acquires and practices the skill sets for leading a school and balancing time management.

LEADERSHIP STRANDS

Experienced principals have the opportunity to engage in one of the two leadership strands: Learning Leader and Mentor Leader. The strands provide opportunities to continue leadership growth tailored to personal interests.

LEADERSHIP DEFINITION

Created by input from staff across the District, Lamar CISD's Leadership Definition identifies the top qualities of a student-centered leader with a Passion for People, a Plan for Success and a Drive for Results.

A shared and aligned definition of leadership leads to higher staff engagement and retention, a more positive school culture and climate, and improved student outcomes. The Leadership Definition also includes headlines under each of the three categories to further describe what a strong leader looks like in Lamar CISD.

BE THE ONE

Our "Be the One" motto is aligned to our Leadership Definiton. Each year we focus on three different headlines within the Leadership Definition to help us understand how we can improve in each area. These headlines can be put into practice every day through our actions and behaviors.

BE THE 1

PASSION FOR PEOPLE
BUILD TRUSTING RELATIONSHIPS

PLAN FOR SUCCESS
SHARED VISION

DRIVE FOR RESULTS
GROWTH MINDSET

LEADERSHIP DEFINITION COMPETENCIES

Each headline within the Leadership Definition includes specific competencies that are clearly defined across roles in the District.

Competencies are available for staff at every level and are separated between campus and central services staff. The lists below align competencies to different roles in the District.

Campus Competencies

Leader of Campus
Principals

Leader of Leaders
Associate/Assistant Principals

Leader of Others
Instructional Coaches, Team Leads

Leader of Self and Students
Teachers, Support Staff

Central Services Competencies

Leader of Function
Superintendent, Cabinet

Leader of Leaders
Area Superintendents, Executive Directors, Directors

Leader of Others
Managers, Team Leads, Supervisors

Leader of Self
Support Staff

LEADER OF CAMPUS:
CAMPUS

PRINCIPALS

PASSION FOR PEOPLE

COMMUNICATE EFFECTIVELY

- Creates and models a culture of customer-service/student-centered communication and orientation
- Actively listens to all stakeholders in the school community, going out of his/her way to seek opportunities to listen and understand
- Creates systems to ensure efficient and timely communication of information throughout the school community, both internal communication for staff and external communication for families and community partners
- Is an extremely influential and inspiring communicator to internal and external audiences
- Excels at public speaking
- Uses radical candor appropriately

DEVELOP SELF AND OTHERS

- Creates and sustains a school-wide culture of self-reflection and feedback
- Ensures every staff member has identified growth areas and sets goals for how they plan to grow
- Serves as a role model in delivering direct and actionable positive and constructive feedback
- Ensures school staff have professional learning opportunities that are high-quality and aligned to District and school-wide goals
- Shows appreciation for effort
- Acts as a coach and sounding board for leaders within the organization and builds their capacity to develop and retain staff
- Creates a school-wide culture of sharing and collaboration
- Allocates resources and budget dollars for the creation and management of, and attendance at, ongoing learning opportunities
- Shares best practices and resources with others across the organization

BUILD TRUSTING RELATIONSHIPS

- Creates a school-wide culture in which all staff and students are treated with respect and consideration regardless of position, background, or identity and builds trust with colleagues, students, and parents
- Is attuned to local culture and customs
- Builds and maintains strong relationships with all campus stakeholders, and with leadership across the District
- Develops healthy, caring relationships that promote open and honest dialogue with students, staff, families, and community
- Maintains professional confidences appropriately
- Anticipates and resolves conflicts in a constructive manner

PLAN FOR SUCCESS

AIM HIGH

- Sets high expectations and creates measurable goals throughout the school, for students and staff alike, and leads by example
- Creates plans to improve school-wide performance

INSPIRE INNOVATION

- Is a champion for new and creative initiatives in the school and District
- Is forward-looking and embraces change, ambiguity, and uncertainty
- Guides the campus in prioritizing change efforts as part of annual and on-going strategic planning discussions
- Effectively engages all stakeholders in large-scale, complex change processes
- Takes calculated risks while having an awareness of organizational, community, and political issues

SHARED VISION AND GOALS

- Maintains a school-wide focus on goals
- Builds a sense of shared purpose across the campus
- Ensures departmental/team goals align to school and Districtwide vision and goals and are cohesive with each other
- Ensures that the school's vision and goals are cohesive with each other and understood by all stakeholders (students, staff, community partners, District leaders) so that efforts are coordinated and staff are empowered
- Works collaboratively to set an ambitious vision and aligned goals for the campus by incorporating the voices, feedback and input of the students, staff, and community

DRIVE FOR RESULTS

FOSTER ACCOUNTABILITY

- Creates a culture of high-performance where diligence and persistence are valued in order to ensure that students will achieve on a high level
- Develops a sense of school-wide pride
- Creates a culture in which all staff feel invested in and accountable towards school-wide goals
- Models what it means to produce high-quality work in all interactions and communications with staff, students, and community members
- Creatively deploys human resources to maximize positive impact
- Creates system-wide process to recognize staff successes and high-quality work
- Uses praise to show what 'good work' looks like

GROWTH MINDSET

- Creates school-wide culture that consistently focuses on individual, team, and school-wide growth through learning, sharing of new knowledge, and ongoing reflection
- Creates a culture where new ideas are embraced and where change is not feared
- Actively seeks feedback from teams both on ideas as well as on personal strengths & areas for improvement
- Identifies future competencies and expertise required by the organization; develops and directs others to develop learning plans to meet those needs
- Committed to continuous learning that is evident in practice
- Consistently engages in self-reflection to identify needed areas of improvement and strengths
- Measures risk factors accurately

EVIDENCE-DRIVEN

- Focuses on understanding and prioritizing the needs relative to student achievement
- Ensures that leaders across the school have access to the information they need to make decisions
- Accurately defines the problem
- Identifies and evaluates strategic issues, opportunities, and risks, and considers them when making organizational decisions
- Creates a structure for decision-making processes on campus and delegates decisions as appropriate
- Works with the leadership team to ensure that plans are developed to close gaps and amplify strengths found in student learning, and to ensure that the effectiveness of those plans are regularly evaluated
- Creates department-wide structures to regularly assess progress on goals and priorities
- Ensures that teams are regularly implementing structures to evaluate the effectiveness of plans they implement

LEADER OF LEADERS:
CAMPUS
ASSOCIATE/ASSISTANT PRINCIPALS

LAMARCISD
A PROUD TRADITION | A BRIGHT FUTURE

PASSION FOR PEOPLE

COMMUNICATE EFFECTIVELY	• *Models and establishes expectations around communicating with customer service/ student-centered focus* • *Models how to actively listen to others' viewpoints and how to respond thoughtfully to feedback* • *Encourages open communication throughout the school, including encouraging staff to communicate their feedback and ideas to the school leadership team* • *Adapts communication style to address the needs of all stakeholders and is influential and inspiring to others* • *Uses radical candor appropriately*
DEVELOP SELF AND OTHERS	• *Develops talent to its full potential; provides effective feedback so individuals and teams can improve* • *Works collaboratively with team leaders to design high-quality professional learning opportunities for staff members that are aligned to school-wide goals* • *Creates structures for teams to regularly seek feedback, reflect on personal growth areas, and change practices to improve overall student outcomes* • *Shows appreciation for effort* • *Creates structures that enable more work to get done by involving multiple people/ teams across the school* • *Models collaboration across teams; sets clear expectations for collaboration with diverse stakeholders* • *Shares best practices and resources with others across teams*
BUILD TRUSTING RELATIONSHIPS	• *Cultivates trust and compels others to follow by consistently leading with authenticity and integrity* • *Is attuned to local culture and customs* • *Models respect for all; advocates for diverse teams and celebrates the diversity in our students and staff* • *Is a connector of people to enable strong relationships throughout the school and across departments* • *Maintains professional confidences appropriately* • *Coaches team leaders on how to productively resolve conflict and directly intervenes as needed*

PLAN FOR SUCCESS

AIM HIGH	• Reinforces high expectations for students through setting ambitious team goals • Manages performance across all teams by focusing on needed areas of improvement and enhancing strengths
INSPIRE INNOVATION	• Unlocks creative, innovative thinking from the team • Encourages team to solve problems in new and creative ways; models being open to new approaches and ideas • Provides adequate time and resources for new ideas to catch on, evolve, and thrive • Encourages and sponsors innovation throughout the school • Builds (and supports others to build) innovative solutions to challenges, conducting pilots as needed to ensure success
SHARED VISION AND GOALS	• Ensures departmental/team goals align to school and Districtwide vision and goals and are cohesive with each other • Models and expects active participation and inclusion of stakeholders in all decisions and actions • Tracks progress using appropriate benchmarks and performance measures, and holds leaders accountable for results • Ensures that team or department has ambitious goals for their work, working in collaboration with team and school leadership team

DRIVE FOR RESULTS

FOSTER ACCOUNTABILITY	• Holds teams to high standards for quality of work, persistence, a positive attitude, and encouraging them to push through challenges • Develops structures that enable teams across the department to share results so the staff can assess progress towards goals • Monitors combined team outputs to ensure quality work is being completed that moves all teams closer to their goals • Creatively deploys human resources to maximize positive impact • Recognizes and celebrates the accomplishments of staff and teams in a meaningful way • Uses praise to show what 'good work' looks like
GROWTH MINDSET	• Models positivity and optimism about people and the work • Actively seeks feedback from teams both on ideas as well as on personal strengths & areas for improvement • Expresses openness and encourages team to be open to change, feedback, and new ideas • Shares and applies new learning to improve staff and personal performance • Sets increasingly challenging personal goals and standards of excellence that lead to growth • Committed to continuous learning that is evident in practice • Consistently engages in self-reflection to identify needed areas of improvement and strengths • Measures risk factors accurately
EVIDENCE-DRIVEN	• Identifies patterns across different pieces of evidence and uses insight to solve complex problems impacting multiple parts of the school • Facilitates the use of multiple sources and types of relevant evidence • Co-creates a plan that details the best course of action, balancing risks and rewards • Acts decisively; recognizes when a decision is required and either takes prompt action or elevates it as issues emerge • Makes decisions in a timely way that enables team to carry out its work • Makes sound decisions when faced with differing stakeholder perspectives or ambiguous information, based on the campus's needs and objectives

LEADER OF OTHERS:
CAMPUS

INSTRUCTIONAL COACHES, TEAM LEADS

PASSION FOR PEOPLE

COMMUNICATE EFFECTIVELY	• Pushes team to communicate with a customer service/student-centered focus • Actively listens to all team members' perspectives to ensure all team members are heard and asks questions to clarify purpose and intent as needed • Provides clarity to team through timely communication–ensures team members are always clear about their responsibilities • Adapts communications as needed to influence others to achieve results • Uses radical candor appropriately
DEVELOP SELF AND OTHERS	• Encourages and reinforces a culture of self-reflection and feedback; encouraging each team member to identify growth areas, ask for feedback, and set goals for how they plan to grow • Supports and creates high-quality collaborative professional learning opportunities for team members that are aligned to school-wide goals • Invests in building team talent and enabling professional growth; supports and acts as a sounding board for peers and team • Shows appreciation for effort • Structures work so that team members are meaningfully involved in working towards team level goals and are set up to be successful in their work • Develops procedures that ensure team members have time/space to reflect and identify needed areas of improvement and strengths • Creates a team culture of learning and collaboration • Shares best practices and resources with others; expects team members to do the same
BUILD TRUSTING RELATIONSHIPS	• Celebrates and upholds the importance of diversity; creates teams where diversity in all aspects is valued • Is attuned to local culture and customs • Helps team members to build strong relationships with each other, resulting in stronger team morale and sense of belonging • Cultivates trust and compels others to follow by consistently leading with authenticity and integrity • Maintains professional confidences appropriately • Resolves conflicts within the team in a constructive manner

PLAN FOR SUCCESS

AIM HIGH	• *Reinforces high expectations for students through setting ambitious team goals* • *Develops and effectively implements plans to improve team performance*
INSPIRE INNOVATION	• *Unlocks creative, innovative thinking from the team* • *Encourages team to solve problems in new and creative ways* • *Models being open to new approaches and ideas* • *Encourages and sponsors innovation throughout the school* • *Builds (and supports others to build) innovative solutions to challenges, conducting pilots as needed to ensure success*
SHARED VISION AND GOALS	• *Ensures team goals align to school and Districtwide vision and goals and are cohesive with each other* • *Actively seeks to include stakeholder input (students, parents, guardians, community members) in making decisions* • *Builds a shared vision of success for team, working in collaboration with team members so that the vision is understood and owned by all* • *Ensures that team or department has ambitious goals for their work, working in collaboration with team and school leadership team*

DRIVE FOR RESULTS

FOSTER ACCOUNTABILITY	• *Models an attitude of hard work and persistence for teams* • *Takes pride in and personal responsibility for work, and pushes team to do the same* • *Monitors team outputs to ensure quality work is being completed that moves the team closer to its goals* • *Shares progress towards goals with the full team to ensure all feel a sense of accountability to the team goals* • *Regularly discusses progress with individuals towards their goals and assesses connections with team goals* • *Creatively deploys human resources to maximize positive impact* • *Recognizes and celebrates the accomplishments of staff in a meaningful way* • *Uses praise to show what 'good work' looks like*
GROWTH MINDSET	• *Believes in the ability of each team member to grow in his or her practice for the team to reach its potential* • *Expresses openness and encourages team to be open to change, feedback, and new ideas* • *Actively seeks feedback from team both on ideas as well as on personal strengths & areas for improvement* • *Encourages a safe and supportive environment to ensure failures are embraced and used as opportunities for growth* • *Committed to continuous learning that is evident in practice* • *Consistently engages in self-reflection to identify needed areas of improvement and strengths* • *Measures risk factors accurately*
EVIDENCE-DRIVEN	• *Coaches team to anticipate likely outcomes and potential next steps* • *Facilitates the use of multiple sources and types of relevant student evidence* • *Co-creates a plan that details the best course of action, balancing risks and rewards* • *Acts decisively; recognizes when a decision is required and either takes prompt action or elevates it as issues emerge* • *Makes decisions in a timely way that enables team to carry out its work* • *Coaches teachers to anticipate likely outcomes and potential next steps*

LEADER OF
SELF AND STUDENTS:
CAMPUS

TEACHERS, SUPPORT STAFF

PASSION FOR PEOPLE

COMMUNICATE EFFECTIVELY	• Communicates with a customer service/student-centered focus • Actively listens to others (colleagues, families, students), identifies underlying perspectives, and asks open-ended questions • Verifies understanding of others' viewpoints by summarizing what is heard and provides rationale for any differing viewpoints • Expresses self clearly in writing and verbal communication and adjusts style as needed to reach a diverse audience • Adapts communication style to meet the needs of students • Uses radical candor appropriately
DEVELOP SELF AND OTHERS	• Seeks feedback regarding one's own performance • Shows appreciation for effort • Structures students' work so that they can learn and succeed independently • Works collaboratively with peers by sharing best practices and resources • Actively participates in ongoing professional learning aligned to campus goals • Shares best practices and resources with others
BUILD TRUSTING RELATIONSHIPS	• Celebrates diversity and advocates for all students • Is attuned to local culture and customs • Builds and maintains strong relationships with students, guardians, colleagues and campus leaders • Treats students and colleagues with humility, respect, and consideration • Maintains professional confidences appropriately • Resolves conflicts within the classroom in a constructive manner

PLAN FOR SUCCESS

AIM HIGH	• Holds and consistently models high expectations for all students and themselves • Sets ambitious and measurable goals for students • Creates detailed plans to ensure students achieve goals
INSPIRE INNOVATION	• Seeks and implements new ideas to maximize student success • Regularly observes people and situations to discover new ideas • Reflects on current and past practices in creating new initiatives that address identified needs
SHARED VISION AND GOALS	• Sets ambitious vision and goals for own work in alignment with school vision and in collaboration with stakeholders (i.e. students, guardians, rest of grade level team, etc.) • Includes a variety of voices (students and guardians) when developing vision and goals for the work • Develops short and long-term goals to drive success • Leverages vision and goals to motivate students

DRIVE FOR RESULTS

FOSTER ACCOUNTABILITY	• Works diligently and with a positive attitude to persist through challenges • Takes pride in and personal responsibility for work • Holds self accountable and continuously evaluates their progress towards achieving goals • Recognizes and celebrates students' and colleagues' success • Uses praise to show what 'good work' looks like
GROWTH MINDSET	• Expresses clear belief in the potential of every student that is evident in word and action • Seeks out feedback from all stakeholders to ensure own development • Continuously reflects on progress to determine strengths and areas for growth • Embraces failures and uses those as opportunities for growth; models this for students • Committed to continuous learning that is evident in their practice • Actively participates in ongoing professional learning aligned to individual, school, and District goals • Consistently engages in self-reflection to identify needed areas of improvement and strengths • Measures risk factors accurately
EVIDENCE-DRIVEN	• Collects and analyzes multiple sources and types of relevant, student evidence • Interprets evidence to inform instructional decisions • Collaborates with others and uses student evidence to share approaches and strategies • Monitors evidence to make timely adjustments

LEADER OF FUNCTION:
CENTRAL SERVICES
SUPERINTENDENT, CABINET

PASSION FOR PEOPLE
BUILD TRUSTING RELATIONSHIPS
COMMUNICATE EFFECTIVELY
DEVELOP SELF AND OTHERS
STUDENT CENTERED
INSPIRE INNOVATION
SHARED VISION
AIM HIGH
PLAN FOR SUCCESS
FOSTER ACCOUNTABILITY
GROWTH MINDSET
EVIDENCE-DRIVEN
DRIVE FOR RESULTS

LAMARCISD
A PROUD TRADITION | A BRIGHT FUTURE

PASSION FOR PEOPLE

COMMUNICATE EFFECTIVELY	• Creates and models a culture of customer-service/student-centered communication and orientation • Actively listens to all stakeholders in the community, going out of his/her way to seek opportunities to listen and understand • Creates systems to ensure efficient and timely communication of information throughout the District, both internal communication for staff and external communication for families and community partners • Is an extremely influential and inspiring communicator to internal and external audiences • Uses radical candor appropriately
DEVELOP SELF AND OTHERS	• Creates and sustains a function-wide culture of self-reflection and feedback • Ensures every staff member has identified growth areas and sets goals for how they plan to grow • Serves as a role model in delivering direct and actionable positive and constructive feedback • Ensures staff have professional learning opportunities that are high-quality and aligned to District and functional goals • Shows appreciation for effort • Acts as a coach and sounding board for leaders within the organization and builds their capacity to develop and retain staff • Creates a function-wide culture of sharing and collaboration • Allocates resources and budget dollars for the creation and management of, and attendance at, ongoing learning opportunities • Shares best practices and resources with others across the organization
BUILD TRUSTING RELATIONSHIPS	• Creates an organization-wide culture in which all are treated with respect and consideration regardless of position, background, or identity and builds trust with colleagues, community members • Is attuned to local culture and customs • Builds and maintains strong relationships with all stakeholders and with leadership across the District • Develops healthy, caring relationships that promote open and honest dialogue with students, staff, families, and community • Maintains professional confidences appropriately • Anticipates and resolves conflicts in a constructive manner

PLAN FOR SUCCESS

AIM HIGH	• Sets high expectations and creates measurable goals throughout the function, and leads by example • Creates plans to improve department performance
INSPIRE INNOVATION	• Is a champion for new and creative initiatives in the District • Is forward looking and embraces change, ambiguity, and uncertainty • Guides the organization in prioritizing change efforts as part of annual and on-going strategic planning discussions • Effectively engages all stake-holders in large-scale, complex change processes • Takes calculated risks while having an awareness of organizational, community, and political issues
SHARED VISION AND GOALS	• Maintains an organization-wide focus on goals • Builds sense of shared purpose across the District • Ensures departmental/team goals align to Districtwide vision and goals and are cohesive with each other • Ensures that the function's vision and goals are understood by all stake-holders (students, staff, community partners, District leaders), and ensure that these perspectives are included, so that efforts are coordinated and staff are empowered • Works collaboratively to set an ambitious vision and aligned goals for the District by incorporating the perspectives, feedback and input of the students, staff, and community

DRIVE FOR RESULTS

FOSTER ACCOUNTABILITY	• Creates a culture of high-performance where diligence, a positive attitude, and persistence are valued in order to provide top-notch support to campuses • Develops a sense of Districtwide pride • Creates a culture in which all staff feel invested in and accountable towards Districtwide goals • Models what it means to produce high-quality work in all interactions and communications with staff, students, and community members • Creatively deploys human resources to maximize positive impact • Creates system-wide process to recognize staff successes and high-quality work • Uses praise to show what 'good work' looks like
GROWTH MINDSET	• Creates departmental culture that consistently focuses on individual and team growth through learning, sharing of new knowledge, and ongoing reflection • Creates a department culture where new ideas and insights are valued, solicited, and respected • Actively seeks feedback from teams both on ideas as well as on personal strengths & areas for improvement • Seeks out personal learning opportunities that are aligned with or preparatory for anticipated changes in the organization • Consistently engages in self-reflection to identify needed areas of improvement and strengths • Committed to continuous learning that is evident in their practice • Measures risk factors accurately
EVIDENCE-DRIVEN	• Focuses on understanding and prioritizing the needs relative to Districtwide goals • Ensures that leaders across the District have access to the information they need to make decisions • Accurately defines the problem • Identifies and evaluates strategic issues, opportunities, and risks, and considers them when making District decisions • Creates a structure for decision-making processes and delegates decisions as appropriate • Works with leadership team to ensure that plans are developed to close gaps and amplify strengths • Creates department-wide structures to regularly assess progress on goals and priorities • Ensures that teams are regularly implementing structures to evaluate the effectiveness of plans they implement • Acts decisively; recognizes when a decision is required and either takes prompt action or elevates it as issues emerge • Makes decisions in a timely way that enables team to carry out its work • Makes sound decisions when faced with differing stakeholder perspectives or ambiguous information, based on the District's needs and objectives

LEADER OF LEADERS:
CENTRAL SERVICES

AREA SUPERINTENDENTS, EXECUTIVE DIRECTORS, DIRECTORS

PASSION FOR PEOPLE
BUILD TRUSTING RELATIONSHIPS
COMMUNICATE EFFECTIVELY
DEVELOP SELF AND OTHERS
STUDENT CENTERED
PLAN FOR SUCCESS
INSPIRE INNOVATION
SHARED VISION
AIM HIGH
FOSTER ACCOUNTABILITY
GROWTH MINDSET
EVIDENCE-DRIVEN
DRIVE FOR RESULTS
LAMARCISD
A PROUD TRADITION | A BRIGHT FUTURE

PASSION FOR PEOPLE

COMMUNICATE EFFECTIVELY	• *Models and establishes expectations around communicating with a customer service/student-centered focus* • *Models how to actively listen to others' viewpoints and how to respond thoughtfully to feedback* • *Encourages open communication throughout the department, including encouraging staff to communicate their feedback and ideas to senior staff* • *Adapts communication style to address the needs of all stakeholders and is influential and inspiring to others* • *Uses radical candor appropriately*
DEVELOP SELF AND OTHERS	• *Develops talent to its full potential; provides effective feedback so individuals and teams can improve* • *Works collaboratively with team leaders to design high-quality professional learning opportunities for staff members that are aligned to department goals* • *Creates structures for teams to regularly seek feedback, reflect on personal growth areas, and change practices to improve departmental outcomes* • *Shows appreciation for effort* • *Creates structures that enable more work to get done by involving multiple people across the function/organization* • *Models collaboration across teams; sets clear expectations for collaboration with diverse stakeholders* • *Shares best practices and resources with others across teams*
BUILD TRUSTING RELATIONSHIPS	• *Cultivates trust and compels others to follow by consistently leading with authenticity and integrity* • *Is attuned to local culture and customs* • *Models respect for all; advocates for diverse teams and celebrates the diversity in our students and staff* • *Is a connector of people to enable strong relationships throughout the school and across departments* • *Maintains professional confidences appropriately* • *Coaches team leaders on how to productively resolve conflict and directly intervenes as needed*

PLAN FOR SUCCESS

AIM HIGH

- Reinforces high expectations through setting ambitious team and department goals
- Manages performance across all teams by focusing on needed areas of improvement and enhancing of strengths

INSPIRE INNOVATION

- Unlocks creative, innovative thinking from the department
- Encourages team to solve problems in new and creative ways; models being open to new approaches and ideas
- Provides adequate time and resources for new ideas to catch on, evolve, and thrive
- Encourages and sponsors innovation throughout the school
- Builds (and supports others to build) innovative solutions to challenges, conducting pilots as needed to ensure success

SHARED VISION AND GOALS

- Ensures departmental goals align to Districtwide vision and goals and are cohesive with each other
- Models and expects active participation and inclusion of stakeholders in all decisions and actions
- Tracks progress using appropriate benchmarks and performance measures, and holds leaders accountable for results
- Ensures that department has ambitious goals for their work, working in collaboration with functional area peers

DRIVE FOR RESULTS

FOSTER ACCOUNTABILITY

- Holds teams to high standards for quality of work, persistence, a positive attitude, and encouraging them to push through challenges
- Develops structures that enable teams across the department to share results so the staff can assess progress towards goals
- Monitors combined team outputs to ensure quality work is being completed that moves all teams closer to their goals
- Creatively deploys human resources to maximize positive impact
- Recognizes and celebrates the accomplishments of staff and teams in a meaningful way
- Uses praise to show what 'good work' looks like

GROWTH MINDSET

- Models positivity and optimism about people and the work
- Actively seeks feedback from teams both on ideas as well as on personal strengths & areas for improvement
- Expresses openness and encourages team to be open to change, feedback, and new ideas
- Shares and applies new learning to improve staff and personal performance
- Sets increasingly challenging personal goals and standards of excellence that lead to growth
- Committed to continuous learning that is evident in practice
- Consistently engages in self-reflection to identify needed areas of improvement and strengths
- Measures risk factors accurately

EVIDENCE-DRIVEN

- Identifies patterns across different pieces of evidence and uses insight to solve complex problems impacting multiple parts of the department
- Facilitates the use of multiple sources and types of relevant evidence
- Co-creates a plan that details the best course of action, balancing risks and rewards
- Acts decisively; recognizes when a decision is required and either takes prompt action or elevates it as issues emerge
- Makes decisions in a timely way that enables team to carry out its work
- Makes sound decisions when faced with differing stakeholder perspectives or ambiguous information, based on the District's needs and objectives

LEADER OF OTHERS:
CENTRAL SERVICES

MANAGERS, TEAM LEADS, SUPERVISORS

PASSION FOR PEOPLE

COMMUNICATE EFFECTIVELY	• Pushes team to communicate with a customer service/student-centered focus • Actively listens to all team member perspectives to ensure all team members are heard and asks questions to clarify purpose and intent as needed • Provides clarity to team through timely communication–ensures team members are always clear about their responsibilities • Adapts communications as needed to influence others to achieve results • Uses radical candor appropriately
DEVELOP SELF AND OTHERS	• Encourages and reinforces a culture of self-reflection and feedback; encouraging each team member to identify growth areas, ask for feedback, and set goals for how they plan to grow • Supports and creates high-quality collaborative professional learning opportunities for team members that are aligned to department goals • Invests in building team talent and enabling professional growth; supports and acts as a sounding board for peers and team • Shows appreciation for effort • Structures work so that team members are meaningfully involved in working towards team level goals and are set up to be successful in their work • Develops procedures that ensure team members have time/space to reflect and identify needed areas of improvement and strengths • Creates a team culture of learning and collaboration • Shares best practices and resources with others; expects team members to do the same
BUILD TRUSTING RELATIONSHIPS	• Celebrates and upholds the importance of diversity; creates teams where diversity in all aspects is valued • Is attuned to local culture and customs • Helps team members to build strong relationships with each other, resulting in stronger team morale and sense of belonging • Cultivates trust and compels others to follow by consistently leading with authenticity and integrity • Maintains professional confidences appropriately • Resolves conflicts within the team in a constructive manner

PLAN FOR SUCCESS

AIM HIGH	• Reinforces high expectations through setting ambitious team goals • Develops and effectively implements plans to improve team performance
INSPIRE INNOVATION	• Unlocks creative, innovative thinking from the team • Encourages team to solve problems in new and creative ways • Models being open to new approaches and ideas • Encourages and sponsors innovation throughout the team • Builds (and supports others to build) innovative solutions to challenges, conducting pilots as needed to ensure success
SHARED VISION AND GOALS	• Ensures that team vision is aligned to District vision and goals • Actively seeks stakeholder input in all work, and expects team to do so as well • Builds a shared vision of success for team, working in collaboration with team members so that the vision is understood and owned by all • Ensures that team has ambitious goals for their work, working in collaboration with department and functional leadership

DRIVE FOR RESULTS

FOSTER ACCOUNTABILITY	• Models an attitude of hard work and persistence for teams • Takes pride in and personal responsibility for work, and pushes team to do the same • Monitors team outputs to ensure quality work is being completed that moves the team closer to their goals • Shares progress towards goals with the full team to ensure all feel a sense of accountability to the team goals • Regularly discusses progress with individuals towards their goals and assesses connections with team goals • Creatively deploys human resources to maximize positive impact • Recognizes and celebrates the accomplishments of staff in a meaningful way • Uses praise to show what 'good work' looks like
GROWTH MINDSET	• Believes in the ability of each team member to grow in his or her practice for the team to reach its potential • Expresses openness and encourages team to be open to change, feedback, and new ideas • Actively seeks feedback from team both on ideas as well as on personal strengths & areas for improvement • Encourages a safe and supportive environment to ensure failures are embraced and used as opportunities for growth • Committed to continuous learning that is evident in practice • Consistently engages in self-reflection to identify needed areas of improvement and strengths • Measures risk factors accurately
EVIDENCE-DRIVEN	• Coaches team to anticipate likely outcomes and potential next steps • Facilitates the use of multiple sources and types of relevant evidence • Co-creates a plan that details the best course of action, balancing risks and rewards • Acts decisively; recognizes when a decision is required and either takes prompt action or elevates it as issues emerge • Makes decisions in a timely way that enables team to carry out its work • Implements processes to evaluate the effectiveness of initiatives after completion

LEADER OF SELF:
CENTRAL SERVICES
SUPPORT STAFF

PASSION FOR PEOPLE

COMMUNICATE EFFECTIVELY

- Communicates with a customer service/student-centered focus
- Actively listens to others (colleagues, families, students), identifies underlying perspectives, and asks open-ended questions
- Verifies understanding of others' viewpoints by summarizing what is heard and provides rationale for any differing viewpoints
- Expresses self clearly in writing and verbal communication, adjusts style to reach a diverse audience
- Adapts communication style to meet the needs of staff
- Uses radical candor appropriately

DEVELOP SELF AND OTHERS

- Seeks feedback regarding own performance
- Shows appreciation for effort
- Works collaboratively with peers by sharing best practices and resources
- Actively participates in ongoing professional learning aligned to department's goals
- Shares best practices and resources with others

BUILD TRUSTING RELATIONSHIPS

- Celebrates diversity and advocates for all people
- Is attuned to local culture and customs
- Builds and maintains strong relationships with colleagues and campus leaders
- Treats colleagues with humility, respect and consideration
- Maintains professional confidences appropriately
- Resolves conflicts with others in a constructive manner

PLAN FOR SUCCESS

AIM HIGH

- Holds and consistently models high expectations for themselves
- Sets ambitious and measurable goals
- Creates detailed plans to ensure goals are achieved

INSPIRE INNOVATION

- Seeks and implements new ideas to maximize own success
- Regularly observes people and situations to discover new ideas
- Reflects on current and past practices in creating new initiatives that address identified needs

SHARED VISION AND GOALS

- Sets ambitious vision and goals for own work in alignment with department vision and in collaboration with stakeholders
- Includes others' perspective when developing vision and goals for their work
- Develops short and long-term goals to drive success

DRIVE FOR RESULTS

FOSTER ACCOUNTABILITY

- Works diligently and with a positive attitude to persist through challenges
- Takes pride in and personal responsibility for work
- Holds self accountable and continuously evaluates his/her progress towards achieving goals
- Recognizes and celebrates colleagues' success
- Uses praise to show what 'good work' looks like

GROWTH MINDSET

- Believes in one's own potential and the potential of every person
- Seeks out feedback from all stakeholders to ensure own development
- Continuously reflects on progress to determine strengths and areas for growth
- Committed to continuous learning that is evident in their practice
- Embraces failures and uses those as opportunities for growth
- Actively participates in ongoing professional learning aligned to individual, department, and District goals
- Consistently engages in self-reflection to identify strengths and needed areas of improvement
- Measures risk factors accurately

EVIDENCE-DRIVEN

- Collects and analyzes multiple sources and types of relevant evidence
- Interprets evidence to inform decisions
- Collaborates with others and uses student evidence to share approaches and strategies
- Monitors evidence to make timely adjustments

LAMAR CISD

A PROUD TRADITION | A BRIGHT FUTURE

During the 2017-2018 school year, Lamar CISD was chosen as one of only seven inaugural school districts from across the state to take part in The Holdsworth Center's five-year partnership focused on systemic and sustainable leadership development. The Holdsworth Center is a strategic partner that supports the work guided by Lamar CISD's Leadership Development Framework.