

### Education Programs Leadership Rubric

Skill/Criterion	Needs to Develop	Developing	Developed	Developing In Others
<b>Collaboration</b>	Believes power comes from a position of authority; delivers the decision they have approved to the team; pitches in wherever there's a need	Works with others as partners/stakeholders  E.g. openly shares information and knowledge with others; primarily uses assertive communication style; strengths/assets-based approach; actively practices inclusion by seeking input from others and fostering a culture of open dialogue and information sharing	Recognizes that you are among a group of leaders rather than a sole leader; Starts to move from developing their own skills to developing alongside others; Offers immediate and ongoing feedback; Willing to accept feedback on their own personal/professional inputs	Enables their team to act; allows roles and responsibilities to evolve and grow; Offers both immediate and ongoing feedback that is constructive, specific, and tailored to individual needs to their team members; helping team members to understand their strengths and areas for improvement while feeling supported in their professional growth
<b>Deep(er) Learning (Depth over Breadth)</b>	Focused on surface-level presentation of issues. The individual is engaged in many activities, spreads too thin, and cannot make meaningful contributions in any area. Thinks of their engagement to issues in terms of their role to solely focus on checking boxes (what; "doing the things," or "fixing") or the alleviating the symptoms of a problem (what's immediately at hand); not concerned with how or why; not aware of role in social issues; focused on self or care for others they are in direct relationship with	Employs reflection; Contributes to community regularly but without deeper engagement. Concerned with short-term solutions; focus on connections/relationships (between things and people); Well-intentioned but not well-educated about social issues; interested in healthy communities and belief in positive impact on those who serve and are served	Seeks to know more about systemic issues themselves (e.g. research on their own, visit places, investigate); acknowledges that these ideas extend into society; Seeks to address the root causes of issues in aspects of work (e.g. evidenced-based decision-making etc.); begin to critically reflect on their own role in community; focused on long-term solutions; Connects involvement with broader social-political systems and notices privilege and inequality; Engages in deliberate and/or sustain community involvements;	Encourages others to delve into the root causes of systemic issues by leaving space for exploration; employing open-ended questions to spark curiosity; Community is a priority in their actions, values, and identity; regularly engages with power, privileges and perspective taking, to better understand themselves and community; believes in their own capacity to contribute to social change within a network of others working together

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<p><b>Growth Mindset</b></p>	<p>View competence as an innate quality, something that cannot be developed further (e.g. successful or not, no in-between); instances where we desire to look smart demonstrated by giving up easily, avoiding challenges, sees effort as fruitless, ignores useful negative feedback, feels threatened by success of others</p>	<p>Open to trying something new. At the first sign of difficulty, try for a bit longer; take their time with the process of learning; sees efforts as path to mastery, learn from criticism. Beginning to become aware of what they find challenging and possible approaches to overcoming challenges</p>	<p>Willing to put in the effort to evolve programming; try new things; Seeks learning and therefore embraces challenges; persisting in face of setbacks; finds lessons and inspiration in success of others; aware of own capabilities; actively tries different solutions</p>	<p>Employs effort-focused praise (e.g. process, effort, strategy, focus, perseverance, improvement) rather than intelligence-focused praise; maintaining a positive space and perspective on failure (learning from it and not punishing it); consistently encourages working outside of comfort zone</p>
<p><b>Interest/Passion (Spark)</b></p>	<p>Extrinsically motivated (presents as short-term focused either to earn a reward or avoid punishment); concerned with immediate gratification; does not have sustained interest</p>	<p>Intrinsically motivated; believe in the contribution of the work;</p>	<p>Feels confident in the work they do and want to share that with others; presents as long-term goal orientation such as doing work because it makes you feel more alive; takes advantage of multiple opportunities to move the work forward</p>	<p>Actively listening and engaged; Knowing who others are beyond work (and their interests and desires); personalizing your interactions, advise; creating pathways for others to pursue their interests and desires where possible</p>

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Skill/Criterion	Definition	Underlying Belief
<b>Collaboration</b>	A process that operationalizes by creating opportunities to empower others through meaningfully incorporating the voice of “others” and redistributing power to individuals who are undervalued.	The belief that power is greatest in a collective represented in widespread respect for others’ contribution, openness to experimenting with others’ ideas, and sensitivity to how one’s actions affect others and the mission
<b>Deep(er) Learning (Depth over Breadth)</b>	The process of combining academic and cognitive understanding of a phenomena through a variety of modalities in manner that allows the learner to apply, reconfigure, adapt, and transfer knowledge in a variety of contexts.	The belief that learners must master not only academic content but also social-emotional skills to succeed. Meaningful engagement leads to self-efficacy, greater commitment and higher satisfaction. It, therefore, is an essential quality of leadership. For instance, the acquisition of academic content along with mastering communication, creative thinking, critical thinking, collaboration, and citizenship and becoming a self-motivated learner etc.
<b>Growth Mindset</b>	Taking on challenges and learning from them ultimately increasing ability and achievement	The belief that our most basic abilities can be developed through dedication & hard work and ultimately that effort makes us stronger
<b>Interest/Passion (Spark)</b>	Freely pursuing work that is purposeful, autonomous, and develops mastery.	The belief that the most effective motivation comes intrinsically.