**Teaching Lab Values and Leadership Competencies**

August 2023

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## **Home Managers**

|  | **Collaboration & Responsive Service** | **Resilient Solution-Finding** | **Research & Learning With Humility** | **Accountable Excellence** | **Equity & Justice** |
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| **Description of Values** | We know that the best way to consistently deliver high impact work for our clients is to build high-trust, civil, collaborative relationships, rooted in a deep understanding of and respect for the contexts of our internal colleagues, partners, and the teachers we support. We understand that sometimes the preferences and needs of clients and colleagues are in tension, and when tradeoffs need to be made we do so carefully, with a focus on both short-term and long-term impact on our ability to reach our mission. | We have built the internal strengths and skills to troubleshoot challenging relationships, bounce back from setbacks in the work, and persevere through challenges in our organization, in the work, and on our teams and encourage our direct reports to do the same. We resist abdicating responsibility or “giving up” on problems, colleagues, or goals and instead innovate to find solutions that would bring us back on track in these areas. | We use best practices, data, lived experience, cultivated expertise, and research to drive our work and support our partners to do the same. We take responsibility for learning from our mistakes and using new insights to improve our work. We seek to consistently learn and improve the content of the work and our understanding of the context in which our work happens. | We seek to provide the best support, programs, and work products possible for our clients within our constraints, whether delivered internally or externally. We hold ourselves personally accountable for delivering effective, intentional, and high-quality work in every context we operate while being sensitive to the impact of our requests on other colleagues and their goals - especially across lines of difference and power. | We seek to bring a lens of equity and justice to everything we do and the relationships we build internally and externally. As leaders, we personally strive to embody the cultural humility, inclusive leadership and management practices, and equity lens needed to achieve our mission, live our values internally, and advance educational equity in the communities where we work. |
| **Home Manager & People Leader**  **Competencies** | 1. **Demonstrating Accountability & Ownership** - We take full ownership for the work assigned to us and our team, and assume accountability for our goals, mistakes and impact as leaders. When necessary, we create the conditions, structures, and autonomy necessary for our teammates to own and be accountable for their roles and responsibilities. 2. **Building and Maintaining Productive, High-Trust Relationships** - We exercise the emotional intelligence and high-trust necessary to build working relationships that successfully advance our shared work, especially across lines of identity difference, positional power, and function in the organization. We use language that is responsible, considerate, inclusive and civil at all times. When trust is broken, we work to repair relationships and, where needed, allow our colleagues the chance to recover our trust. 3. **Managing for Equity and Inclusion** - We employ the management practices and structures needed to mitigate bias and ensure equitable outcomes and the best possible chance of success for all we manage. 4. **Modeling Self Awareness and a Growth Mindset** - We seek insight about how we show up and actively build skills and knowledge to improve our impact in the work and with others. 5. **Giving & Receiving Feedback with Care and Courage -** We are intentional about how we give feedback, and we insist that our team members bring intention to their feedback to preserve trust, mitigate bias, and position our colleagues to access and use these insights in service of our mission. We resist defensiveness when receiving feedback, and are open, curious and eager to learn from others’ experiences of our impact. Wherever possible, we help our team members grow the muscles needed to receive challenging feedback well. 6. **Making Context, Input and Research-Informed Decisions** - We bring a deep grounding in our client and team members’ contexts, actively seek their input, honor their wisdom, and consult relevant data and research when making decisions. 7. **Holding a High Bar for Our Work *and* How We Do It** - We hold ourselves and our teams to explicitly communicated, shared high standards both in the quality of work we deliver and the processes we use to get the work done. Wherever possible, we use shared rubrics, explicit measures of success, and calibrated performance standards to assess our team equitably. 8. **Prioritizing and Making Tradeoffs**  - We actively make and communicate tradeoffs and prioritize to ensure the most necessary work can be done sustainably and well. We also help our direct reports build these skills. 9. **Applying a Race, Equity, Inclusion and Power Lens** - We bring and continue to develop an understanding of racial justice, equity, inclusion and power as it relates both to our day-to-day work and the work of managing a team, including how and when to center the needs of those most marginalized by a given decision, situation, or problem rather than defaulting to the status quo or our own personal preferences or needs. | | | | |

## **II. Executives**

|  | **Collaboration & Responsive Service** | **Resilient Solution-Finding** | **Research & Learning With Humility** | **Accountable Excellence** | **Equity & Justice** |
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| **Description of Values** | We know that the best way to consistently deliver high impact work for our clients is to build high-trust, civil, collaborative relationships, rooted in a deep understanding of and respect for the contexts of our internal colleagues, partners, and the teachers we support. We understand that sometimes the preferences and needs of clients and colleagues are in tension, and when tradeoffs need to be made we do so carefully, with a focus on both short-term and long-term impact on our ability to reach our mission. | We have built the internal strengths and skills to troubleshoot challenging relationships, bounce back from setbacks in the work, and persevere through challenges in our organization, in the work, and on our teams and encourage our direct reports to do the same. We resist abdicating responsibility or “giving up” on problems, colleagues, or goals and instead innovate to find solutions that would bring us back on track in these areas. | We use best practices, data, lived experience, cultivated expertise, and research to drive our work and support our partners to do the same. We take responsibility for learning from our mistakes and using new insights to improve our work. We seek to consistently learn and improve the content of the work and our understanding of the context in which our work happens. | We seek to provide the best support, programs, and work products possible for our clients within our constraints, whether delivered internally or externally. We hold ourselves personally accountable for delivering effective, intentional, and high-quality work in every context we operate while being sensitive to the impact of our requests on other colleagues and their goals - especially across lines of difference and power. | We seek to bring a lens of equity and justice to everything we do and the relationships we build internally and externally. As leaders, we personally strive to embody the cultural humility, inclusive leadership and management practices, and equity lens needed to achieve our mission, live our values internally, and advance educational equity in the communities where we work. |
| **Executive**  **Competencies** | 1. **Demonstrating Accountability & Ownership** - As leaders, we serve as the model for what taking full ownership for our impact and the work we manage looks like. We are personally accountable for our outcomes and impact, and for providing the oversight needed for everyone within our division to thrive and achieve at the highest levels. When necessary, we create the conditions, structures, and autonomy necessary for the managers who report to us to own and be accountable for their roles and responsibilities, and to create that kind of personal accountability and ownership on their teams. 2. **Building and Maintaining Productive, High-Trust Relationships** - We exercise the emotional intelligence and high-trust necessary to build working relationships that successfully advance our shared work, especially across lines of identity difference, positional power, and function in the organization. We use language that is responsible, considerate, inclusive and civil at all times. When trust is broken, we work to repair relationships and, where needed, allow our colleagues and other staff the chance to recover our trust. We build these skills in the managers we lead, and create accountability for consistently collaborating well and keeping trust within and across teams. 3. **Leading & Managing for Equity and Inclusion** - We create the structures and systems to ensure everyone managed on our team and in the broader organization are able to thrive in our organization, with no disparate outcomes by race, gender, or other dimensions of identity difference. We create accountability for managers to supervise equitably, tell the truth about performance, and adapt their approach to center the needs of their specific team members. 4. **Modeling Self Awareness and a Growth Mindset** - We insist that we, the managers that report to us, and their teams seek insight about how we show up and actively build skills and knowledge to improve our impact in the work and with others. 5. **Giving & Receiving Feedback with Care and Courage -** We are intentional about how we give feedback, and we insist that our team members and managers bring intention to their feedback to preserve trust, mitigate bias, and position our colleagues to access and use these insights in service of our mission. We resist defensiveness when receiving feedback, and are open, curious and eager to learn from others’ experiences of our impact. Wherever possible, we help the managers that report to us seek more feedback and grow the muscles needed to receive challenging feedback well. 6. **Making Context, Input and Research-Informed Decisions** - We design decision-making processes that value our client and team members’ contexts. We actively seek their input, honor their wisdom, and consult relevant data and research when making decisions, and require the managers that report to us to do the same. 7. **Holding a High Bar for Our Work *and* How We Do It** - We hold ourselves and our teams to explicitly communicated, shared high standards both in the quality of work we deliver and the processes we use to get the work done. Wherever possible, we create and use shared rubrics, explicit measures of success, and calibrated performance standards to assess our team equitably. 8. **Prioritizing and Making Tradeoffs**  - We actively make and communicate tradeoffs and prioritize to ensure the most necessary work can be done sustainably and well. We also help our managers and their direct reports build these skills. 9. **Applying a Race, Equity, Inclusion and Power Lens** - We bring and continue to develop an understanding of racial justice, equity, inclusion and power as it relates both to our day-to-day work and the work of managing a team, including how and when to center the needs of those most marginalized by a given decision, situation, or problem rather than defaulting to the status quo or our own personal preferences or needs. We also require this lens on the managers we lead. | | | | |

## **III. Staff**

|  | **Collaboration & Responsive Service** | **Resilient Solution-Finding** | **Research & Learning With Humility** | **Accountable Excellence** | **Equity & Justice** |
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| **Description of Values** | We know that the best way to consistently deliver high impact work for our clients is to build high-trust, civil, collaborative relationships, rooted in a deep understanding of and respect for the contexts of our internal colleagues, partners, and the teachers we support. We understand that sometimes the preferences and needs of clients and colleagues are in tension, and when tradeoffs need to be made we do so carefully, with a focus on both short-term and long-term impact on our ability to reach our mission. | We have built the internal strengths and skills to troubleshoot challenging relationships, bounce back from setbacks in the work, and persevere through challenges in our organization, in the work, and on our teams and encourage our direct reports to do the same. We resist abdicating responsibility or “giving up” on problems, colleagues, or goals and instead innovate to find solutions that would bring us back on track in these areas. | We use best practices, data, lived experience, cultivated expertise, and research to drive our work and support our partners to do the same. We take responsibility for learning from our mistakes and using new insights to improve our work. We seek to consistently learn and improve the content of the work and our understanding of the context in which our work happens. | We seek to provide the best support, programs, and work products possible for our clients within our constraints, whether delivered internally or externally. We hold ourselves personally accountable for delivering effective, intentional, and high-quality work in every context we operate while being sensitive to the impact of our requests on other colleagues and their goals - especially across lines of difference and power. | We seek to bring a lens of equity and justice to everything we do and the relationships we build internally and externally. As leaders, we personally strive to embody the cultural humility, inclusive leadership and management practices, and equity lens needed to achieve our mission, live our values internally, and advance educational equity in the communities where we work. |
| **Staff**  **Competencies** | 1. **Demonstrating Accountability & Ownership** - We take full ownership for the work assigned to us, and assume accountability for our goals, mistakes and impact. 2. **Building and Maintaining Productive, High-Trust Relationships** - We exercise the emotional intelligence necessary to build working relationships that successfully advance our shared work, especially across functions and lines of identity difference. We use language that is responsible, considerate, inclusive and civil at all times. When trust is broken, we work to repair relationships and, where needed, allow our colleagues the chance to recover our trust. 3. **Working to Support Equity and Inclusion** - We mitigate bias in ourselves and work to communicate inclusively and to collaborate in ways that help all team members win. 4. **Modeling Self Awareness and a Growth Mindset** - We seek insight about how we show up and actively build skills and knowledge to improve our impact in the work and with others. 5. **Giving & Receiving Feedback with Care and Courage -** We are intentional about how we give feedback. We resist defensiveness when receiving feedback, and are open, curious and eager to learn from others’ experiences of our impact. 6. **Making Context, Input and Research-Informed Decisions** - We seek to understand our client and team members’ contexts, actively seek their input, honor their wisdom, and consult relevant data and research when making decisions. 7. **Holding a High Bar for Our Work *and* How We Do It** - We hold ourselves to explicitly communicated, shared high standards both in the quality of work we deliver and the processes we use to get the work done. 8. **Prioritizing and Making Tradeoffs**  - We actively make and communicate tradeoffs and prioritize to ensure the most necessary work can be done sustainably and well. 9. **Applying a Race, Equity, Inclusion and Power Lens** - We bring and continue to develop an understanding of racial justice, equity, inclusion and power as it relates to our day-to-day work, including how and when to center the needs of those most marginalized by a given decision, situation, or problem rather than defaulting to the status quo or our own personal preferences or needs. | | | | |

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## **IV. Side-by-Side Comparison: Home Managers, Executives, and Staff**

| ***Competency*** | **Home Manager & People Leader** | **Executive** | **Staff** |
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| **Demonstrating Accountability & Ownership** | - We take full ownership for the work assigned to us and our team, and assume accountability for our goals, mistakes and impact as leaders. When necessary, we create the conditions, structures, and autonomy necessary for our teammates to own and be accountable for their roles and responsibilities. | - As leaders, we serve as the model for what taking full ownership for our impact and the work we manage looks like. We are personally accountable for our outcomes and impact, and for providing the oversight needed for everyone within our division to thrive and achieve at the highest levels. When necessary, we create the conditions, structures, and autonomy necessary for the managers who report to us to own and be accountable for their roles and responsibilities, and to create that kind of personal accountability and ownership on their teams. | - We take full ownership for the work assigned to us, and assume accountability for our goals, mistakes and impact. |
| **Building and Maintaining Productive, High-Trust Relationships** | - We exercise the emotional intelligence and high-trust necessary to build working relationships that successfully advance our shared work, especially across lines of identity difference, positional power, and function in the organization. We use language that is responsible, considerate, inclusive and civil at all times. When trust is broken, we work to repair relationships and, where needed, allow our colleagues the chance to recover our trust. | - We exercise the emotional intelligence and high-trust necessary to build working relationships that successfully advance our shared work, especially across lines of identity difference, positional power, and function in the organization. We use language that is responsible, considerate, inclusive and civil at all times. When trust is broken, we work to repair relationships and, where needed, allow our colleagues and other staff the chance to recover our trust. We build these skills in the managers we lead, and create accountability for consistently collaborating well and keeping trust within and across teams. | - We exercise the emotional intelligence necessary to build working relationships that successfully advance our shared work, especially across functions and lines of identity difference. We use language that is responsible, considerate, inclusive and civil at all times. When trust is broken, we work to repair relationships and, where needed, allow our colleagues the chance to recover our trust. |
| **Equity and Inclusion** | **Managing for Equity and Inclusion** - We employ the management practices and structures needed to mitigate bias and ensure equitable outcomes and the best possible chance of success for all we manage. | **Leading & Managing for Equity and Inclusion** - We create the structures and systems to ensure everyone managed on our team and in the broader organization are able to thrive in our organization, with no disparate outcomes by race, gender, or other dimensions of identity difference. We create accountability for managers to supervise equitably, tell the truth about performance, and adapt their approach to center the needs of their specific team members. | **Working to Support Equity and Inclusion** - We mitigate bias in ourselves and work to communicate inclusively and to collaborate in ways that help all team members win. |
| **Modeling Self Awareness and a Growth Mindset** | - We seek insight about how we show up and actively build skills and knowledge to improve our impact in the work and with others. | - We insist that we, the managers that report to us, and their teams seek insight about how we show up and actively build skills and knowledge to improve our impact in the work and with others. | - We seek insight about how we show up and actively build skills and knowledge to improve our impact in the work and with others. |
| **Giving & Receiving Feedback with Care and Courage** | **-** We are intentional about how we give feedback, and we insist that our team members bring intention to their feedback to preserve trust, mitigate bias, and position our colleagues to access and use these insights in service of our mission. We resist defensiveness when receiving feedback, and are open, curious and eager to learn from others’ experiences of our impact. Wherever possible, we help our team members grow the muscles needed to receive challenging feedback well. | **-** We are intentional about how we give feedback, and we insist that our team members and managers bring intention to their feedback to preserve trust, mitigate bias, and position our colleagues to access and use these insights in service of our mission. We resist defensiveness when receiving feedback, and are open, curious and eager to learn from others’ experiences of our impact. Wherever possible, we help the managers that report to us seek more feedback and grow the muscles needed to receive challenging feedback well. | **-** We are intentional about how we give feedback. We resist defensiveness when receiving feedback, and are open, curious and eager to learn from others’ experiences of our impact. |
| **Making Context, Input and Research-Informed Decisions** | - We bring a deep grounding in our client and team members’ contexts, actively seek their input, honor their wisdom, and consult relevant data and research when making decisions. | - We design decision-making processes that value our client and team members’ contexts. We actively seek their input, honor their wisdom, and consult relevant data and research when making decisions, and require the managers that report to us to do the same. | - We seek to understand our client and team members’ contexts, actively seek their input, honor their wisdom, and consult relevant data and research when making decisions. |
| **Holding a High Bar for Our Work *and* How We Do It** | - We hold ourselves and our teams to explicitly communicate shared high standards both in the quality of work we deliver and the processes we use to get the work done. Wherever possible, we use shared rubrics, explicit measures of success, and calibrated performance standards to assess our team equitably. | - We hold ourselves and our teams to explicitly communicate shared high standards both in the quality of work we deliver and the processes we use to get the work done. Wherever possible, we create and use shared rubrics, explicit measures of success, and calibrated performance standards to assess our team equitably. | - We hold ourselves to explicitly communicate shared high standards both in the quality of work we deliver and the processes we use to get the work done. |
| **Prioritizing and Making Tradeoffs** | - We actively make and communicate tradeoffs and prioritize to ensure the most necessary work can be done sustainably and well. We also help our direct reports build these skills. | - We actively make and communicate tradeoffs and prioritize to ensure the most necessary work can be done sustainably and well. We also help our managers and their direct reports build these skills. | - We actively make and communicate tradeoffs and prioritize to ensure the most necessary work can be done sustainably and well. |
| **Applying a Race, Equity, Inclusion and Power Lens** | - We bring and continue to develop an understanding of racial justice, equity, inclusion and power as it relates both to our day-to-day work and the work of managing a team, including how and when to center the needs of those most marginalized by a given decision, situation, or problem rather than defaulting to the status quo or our own personal preferences or needs. | - We bring and continue to develop an understanding of racial justice, equity, inclusion and power as it relates both to our day-to-day work and the work of managing a team, including how and when to center the needs of those most marginalized by a given decision, situation, or problem rather than defaulting to the status quo or our own personal preferences or needs. We also require this lens on the managers we lead. | - We bring and continue to develop an understanding of racial justice, equity, inclusion and power as it relates to our day-to-day work, including how and when to center the needs of those most marginalized by a given decision, situation, or problem rather than defaulting to the status quo or our own personal preferences or needs. |