

Self-Assessment of Teacher Leader Qualities

Directions: For each element, rate yourself in one of the following three categories. Then provide examples of your experiences in the leadership domain. Finally, identify areas within each domain where you are interested in growing as a teacher leader. On the last page, summarize your strengths and areas of possible growth. Boxes will expand as needed.

- **Exploring/Emerging (E/E)** - a level of practice in which the teacher leader relies on ongoing assistance from more experienced colleagues for support, guidance, and survival. The teacher leader is moving toward becoming more self-directed and independent in her/his practice.
- **Applying (A)** - a level of practice in which the teacher leader is able to provide independent leadership and easily applies what s/he has learned about leadership.
- **Integrating/Innovating (I/I)** - a level of development in which the teacher leader is fully skilled and confident. The Integrating/Innovating teacher leader contributing to the broader educational community through staff development, research, or publication in professional journals.

Domain 1: Fosters a Collaborative Culture to Support Educator Development and Student Learning	E/E	A	I/I
a) Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change. A;		x	
b) Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning.		x	
c) Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning.		x	
d) Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges.			x
e) Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues.		x	

Three Examples of Domain 1 Experiences	Areas of Interest in Growth
<p>1. I am on the Instructional Leadership Team at my school and am responsible for taking all information and critiques back to the 7th grade team. This is hard at times, especially when telling my team has areas of growth. I work with my grade level PLC to locate, assess, and collaboratively fix issues to ensure our students are receiving the best education possible.</p> <p>2. Our school uses collaborative learning Kagan structures as part of instruction to increase student engagement. Last year I during our professional development on Fridays I led the staff in silly versions of a new structure each week. This brought our teams closer together, along with strengthening our Kagan skills.</p> <p>3. Something I have been working on this year is cross-grade level co-teaching. We recently added a new elementary school to our middle school. I have been working with the 4th and 5th grade teachers closely. Although they are primary educators and not all the skills they use apply to me (and vice versa) we have been collaborating to share perspectives.</p>	<p>My team consists of 2 men older than myself. Sharing ideas with them often becomes convincing them as to why they should listen to me. Being firm and assertive, even under resistance is something I want to work on to be a better leader.</p>

Domain 2: Accesses and Uses Research to Improve Practice and Student Learning	E/E	A	I/I
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a) Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning.		x	x
b) Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning.		x	
c) Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues.	x	x	
d) Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.		x	
Three Examples of Domain 2 Experiences	Areas of Interest in Growth		
<p>1. I was asked to be our collaborative learning school expert, which has been very rewarding. I am continuously looking for new structures and ways to implement these structures in innovative ways.</p> <p>2. In the past, teachers have been required to submit data to administration each week. I used the data submitted and the algorithm to determine who in my class needs additional support during intervention hour at the end of the day. This year the algorithm is out of date, so the deep analysis has dropped. I am still monitoring student progress and scores on my own in order to determine which skills I need to cover in my intervention.</p>	I have been encouraging my colleagues to examine the data we collect from a skills perspective rather than completion. At times this is difficult for all of us, especially when our data is skewed by a larger amount of students not turning in or completing assignments. It is easy to make intervention an study hall so that students can make up work, although studies show that is not a productive use of time.		
Domain 3: Promotes Professional Learning for Continuous Improvement			
	E/E	A	I/I
a) Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals.		x	
b) Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning.	x		
c) Facilitates professional learning among colleagues.	x		
d) Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning.		x	
e) Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning.		x	
f) Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning.		x	
g) Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning.	x		
h) Uses information about emerging education, economic, and social trends in planning and facilitating professional learning.	x		
Three Examples of Domain 3 Experiences	Areas of Interest in Growth		

<p>1. As mentioned before, I have facilitated professional learning when it comes to collaborative Kagan structures. I facilitate structures in weekly PDs and in classrooms with students. For example, on Tuesdays I teach the 4th grade class a new Kagan structure during my prep period.</p> <p>2. As apart of the Instructional Leadership Team, I give disseminate information covered in ILT meetings to the rest of my 7th grade team in an effort to more quickly refine our practices.</p> <p>3. This year at our school we have undergone many changes to our curriculum. We have adopted global education in addition to starting mastery education. These are very positive changes, but I have talked to administration that as teachers we need time to learn, understand, and create when it comes to big changes in our curriculum. I have personally advocated for more Global coaching days and additional time spent creating curriculum, rather than sitting through a presentation on Global Education.</p>	<p>I would like to learn more about adult learning. As an educator I have done research on adolescents child learning, but have not thought much about how we as adults learn.</p>
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Domain 4: Facilitates Improvements in Instruction and Student Learning			
	E/E	A	I/I
a) Facilitates the collection, analysis, and use of classroom and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture.		x	
b) Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices.		x	
c) Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator.		x	
d) Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs.	x		
e) Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe.		x	
f) Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.		x	
Three Examples of Domain 4 Experiences	Areas of Interest in Growth		

<p>1. I have been working with administration this last year analyzing the data we get from the variety of technology-based programs we use to promote literacy. As of now, we have been using about 8 programs, but are looking to reduce that number to increase student learning. We are looking at the programs students use, in addition to the results they yield. The next step is to increase training on the most effective programs at our school.</p> <p>2. As a 7th grade team we work in monthly PLC cycles creating a new goal for both math and ELA that we can apply in all classes. We determine this goal based on data and observations made by ourselves and classroom visitors (coaches and co-teachers).</p> <p>3. Our school practices an inclusive special education program, which is different from many other schools. As this is my 3rd year as a teacher, I have not worked in any other school and am fortunate enough to be only trained in inclusive models. The other teachers on my team have come from schools where students with IEPs are not regularly part of their classroom so they are learning to forget old habits and the practice the inclusive model. I work with the math teacher at my school in particular to collaborate and promote inclusive practices and promote collaboration with the SPED Specialist on campus.</p>	<p>As mentioned before, I am still working on my leadership skills. I want to use my strengths to strengthen the people on my team, in addition to learning from them.</p>
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Domain 5: Promotes the Use of Assessments and Data for School and District Improvement			
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a) Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards.		x	
b) Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning.	x		
c) Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues.	x		
d) Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning.		x	
Three Examples of Domain 5 Experiences	Areas of Interest in Growth		

<p>1. This year our team has been exploring mastery learning techniques. For this reason, my team and I have been using new technology services such as Edulastic Khan academy to drive instruction based on standards.</p> <p>2. I have been working closely with the ELA teacher to ensure our students are getting consistent literacy instruction. We meet to analyze the data we receive from our various writing assessments. Coming from the ELA and social science perspectives has allowed us to identify holes in instruction, in addition to identifying students who need specific skill interventions.</p> <p>3. I have worked to build a climate of trust with my team. We regularly communicate via group chat and collaborative data spreadsheets. We also attended a Way of Council retreat as a team to strengthen the trust. I work incorporate these practices when having challenging discussions about student data without judgement.</p>	<p>I would like to work with my team to create cross-curricular projects in the 7th grade.</p>
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Domain 6: Improves Outreach and Collaboration with Families and Community		E/E	A	I/I
a) Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community.			x	
b) Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances.			x	
c) Facilitates colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students.		x		
d) Develops a shared understanding among colleagues of the diverse educational needs of families and the community.			x	
e) Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community.			x	
Three Examples of Domain 6 Experiences	Areas of Interest in Growth			

<p>1. This year I have grown when it comes to communicating with parents and other stakeholders. We are using an application called Talking Points, in which teachers and parents can text each other with updates and photos. This has worked well when encouraging struggling students. By engaging the parents, we gather a bigger image of the whole child and how we can address their needs.</p> <p>2. As a staff, each year we complete home visits to all new students entering our school. This is to be more inclusive to all stakeholders, put students more at ease on the first day, and to gather an understanding of our students' lives outside of school.</p> <p>3. I have participated in the School Site Council for the last 2 years. SSC works with all stakeholders to understand the needs of our students, but also to create new strategies for learning. We include teachers, administration, parents, and students in this process.</p>	<p>I understand that the lives of my students are very different from my own. I teach at a Title I school where 99% of my students are Latino. I understand they encounter problems that I never have. I regularly self-assess to make sure my privilege is in check. A problem at our school can be described as “othering.” Many of the teachers at my school are white, like myself and have the habit of making statements like “these kids just can’t” and other phrases that alienate students. I want to learn how to open this conversation in a way that teachers in my school feel safe, un-attacked, and willing to make changes.</p>
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Domain 7: Advocates for Student Learning and the Profession		E/E	A	I/I
a) Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning.		x		
b) Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students.			x	
c) Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members.			x	
d) Advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals.			x	
e) Represents and advocates for the profession in contexts outside of the classroom.		x		
Three Examples of Domain 7 Experiences	Areas of Interest in Growth			

1. In the last year, I worked on the Technology Focus Group at my school. This team worked to create tech curriculum based on research we found relevant. Over the year we honed our research to the SAMR and TIM models, and eventually settled on presenting SAMR to the staff as a way to integrate technology transformatively.
2. In the last few SSC meetings and in conversations with administration, I have brought up that we need additional resources for our beginning English Learners or our “newcomers.” In the last year we have received a much larger number of students new to the United States. At the beginning of the year we worked in teams to address their language needs, while ensuring the received equal access to the curriculum. After discussion with my team, we determined that we are not doing enough for these students. I have formally requested additional services for these student by way of research-based programs we can implement as classroom teachers and as experts.
3. I have also personally advocated for additional preparation time, services, and coaching when it comes to our new initiatives. We have made the argument that we need time to deeply understand our initiatives so that we can become creative and implement them transformatively.

I would like to work with a larger network of teacher on a regular basis to increase the number of educational tools in my toolbox through a different perspective.

Summary of Strengths and Areas of Possible Growth

I have been on many leadership teams in the 3 years working at my school. This has given me many opportunities to grow and learn new strategies for teaching. I have also developed a close relationship with administration based on mutual respect, which as given me the opportunity to voice concern or receive support in new projects. I am a very sufficient team of one. I need to work on disseminating my ideas effectively to a team. I like to listen and learn from my colleagues, but I have trouble standing firm in my teaching philosophies when directly challenged, even when the information comes from administration. Leading a team through conflict has been difficult. I understand conflict resolution when it comes to students, but working with adult who are resistant to change has been a challenge.