#

# Self-Assessment: Multi-Classroom Leader Competencies

# Rate your current level for the competency cluster overall and then each individual competency.

|  | **I have not yet developed these competencies.** | **I am working on developing these competencies.** | **I use these competencies some of the time when needed for success.** | **I use these competencies most of the time when needed for success.** | **I consistently use these competencies when needed for success.** |
| --- | --- | --- | --- | --- | --- |
| Driving for Results Cluster**These enable a relentless focus on student learning results.** |  |  |  |  |  |
| *Achievement***The drive and actions to set challenging goals and reach a high standard of performance despite barriers.** |   |   |   |   |   |
| Examples:   |
| *Initiative and Persistence***The drive and actions to do more than is expected or required in order to accomplish a challenging task.** |   |   |   |   |   |
| Examples:   |
| *Monitoring and Directiveness***The ability to set clear expectations and to hold others accountable for performance.** |   |   |   |   |   |
| Examples:   |
| ***Planning Ahead*** **A bias towards planning in order to derive future benefits or to avoid problems.** |   |   |   |   |   |
| Examples:   |

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| **Influencing for Results Cluster****These enable working through and with others.** |  |  |  |  |  |
| ***Impact and Influence*** Acting with the purpose of affecting the perceptions, thinking and actions of others. |   |   |   |   |   |
| Examples:   |
| ***Team Leadership*** **Assuming authoritative leadership of a group for the benefit of the organization.**  |   |   |   |   |   |
| Examples:   |
| ***Cultural Engagement*** **Noticing, anticipating, and acting to meet people’s practical and emotional needs, considering the possible effect of culture, past experiences, or personal characteristics—including race, gender, sexual orientation, religious, economic, and/or other backgrounds—in order to create positive impact on individuals and groups.** |  |  |  |  |  |
| Examples: |
| ***Developing Others*** **Influence with the specific intent to increase the short and long‐term effectiveness of another person.** |   |   |   |   |   |
| Examples:   |
| **Personal Effectiveness Cluster****These are concerned with the teacher’s self-management of emotions and personal beliefs that affect student learning.** |  |   |     |
| ***Belief in Learning Potential*****A belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates.** |   |   |   |   |   |
| Examples:   |
| ***Flexibility*****The ability to adapt one’s approach to the requirements of a situation and to change tactics.**  |   |   |   |   |   |  |
| Examples:   |

Source: Public Impact. (2008, 2016). *School Turnaround Leaders: Competencies for Success*. The Chicago Public Education Fund. <http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Leader_Competencies.pdf>

All competencies derived from *Competence at Work*, Spencer and Spencer (1993).