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# 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).