

# Teacher Leadership Framework Self-Assessment

FOR  
TEACHERS



Practicing  
Equity and Ethics



Building Relationships  
and Partnerships



Fostering  
Collaborative Culture



Advancing Instruction  
and Student Learning



Driving  
Initiatives

## Introduction

Teacher leaders are essential to the advancement of teaching and learning in Ohio's schools. The Ohio Teacher Leadership Framework (Ohio Department of Education, 2017) seeks to present the central components of teacher leadership in Ohio while also recognizing the diverse forms (both formal and informal) of teacher leadership that already exist in Ohio's schools and districts. Based on the five components in the Ohio Teacher Leadership Framework, this document contains a teacher leader self-assessment tool that lets teacher leaders assess their knowledge and skills, as well as assess their dispositions in fostering collaborative culture, advancing instruction and student learning, driving initiatives and building relationships and partnerships. This could also be used as a baseline self-assessment for an individual at the beginning of a school year, then used again by the individual after professional learning experiences to reflect and assess growth.



Practicing Equity and Ethics



Building Relationships and Partnerships



Fostering Collaborative Culture



Advancing Instruction and Student Learning



Driving Initiatives

## Teacher Leader Self-Assessment

<b>Fostering Collaborative Culture</b>		Context: Think about a collaborative leadership role (e.g., academic coach, district/building leadership team member, mentor) or role that you would like to assume in the future. Keep that context in mind as you complete the <i>Fostering Collaborative Culture</i> self-assessment.			
"Collaboration is at the heart of teacher leadership and to be effective it has to encompass mutual trust and support."—Harris & Muijs, 2002					
<b>Items</b>	<b>Rating</b>				Evidence/experience used to determine ratings
	<i>Consistently</i>	<i>Usually</i>	<i>Occasionally</i>	<i>Rarely</i>	
I facilitate an environment of trust and foster an inclusive, collaborative culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I ground my work in mutual trust and clear communication with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I use effective interactions that engage colleagues of different backgrounds in building consensus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I build collective responsibility and efficacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
What does this assessment tell me about my strengths in fostering collaborative culture? What knowledge and skills do I need to develop to be more effective in fostering collaborative culture?					
Given my strengths and areas of need, where do I fall on this continuum?		<i>Consistently</i> <input type="checkbox"/>	<i>Usually</i> <input type="checkbox"/>	<i>Occasionally</i> <input type="checkbox"/>	<i>Rarely</i> <input type="checkbox"/>
What are my next steps?					



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Driving Initiatives

<b>Advancing Instruction and Student Learning</b>		Context: Think about a current leadership role that is focused on advancing instruction (e.g., academic coach, district/building leadership team member, mentor) or role that you would like to assume in the future. Keep that context in mind as you complete the <i>Advancing Instruction and Student Learning</i> self-assessment.			
"When teacher leadership occurs in schools, positive effects extend to the teacher leaders, to their colleagues, and, most especially, to the students."—Angelle & DeHart, 2016					
<b>Items</b>	<b>Rating</b>				Evidence/experience used to determine ratings
	<i>Consistently</i>	<i>Usually</i>	<i>Occasionally</i>	<i>Rarely</i>	
I seek out current research and apply the research to improve teaching practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I analyze school, district, state and/or national data as relevant to my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I engage my colleagues in individual and collective reflective dialogue, using evidence to make connections to research-effective practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I engage in the development, implementation and/or the evaluation of professional development activities that are job-embedded.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
What does this assessment tell me about my strengths in advancing instruction and student learning? What knowledge and skills or dispositions do I need to develop to be more effective in advancing instruction and student learning?					
Given my strengths and areas of need, where do I fall on this continuum?	<i>Consistently</i> <input type="checkbox"/>	<i>Usually</i> <input type="checkbox"/>	<i>Occasionally</i> <input type="checkbox"/>	<i>Rarely</i> <input type="checkbox"/>	
What are my next steps?					



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Driving Initiatives

<b>Driving Initiatives</b>		Context: Think about an initiative that you completed or want to complete. Think about that effort as you complete the <i>Driving Initiatives</i> self-assessment.			
"Teachers taking on leadership roles resulted in feelings of empowerment for all teachers in a school, colleagues receiving support that is relevant and encourages professional growth, and teacher leadership contributing significantly to school change."—Wenner & Campbell, 2017					
<b>Items</b>	<b>Rating</b>				Evidence/experience used to determine ratings
	<i>Consistently</i>	<i>Usually</i>	<i>Occasionally</i>	<i>Rarely</i>	
I identify areas for improvement in the school and/or district educational landscape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I collect and consider perspectives of other stakeholders and propose action steps to drive change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I advocate for student needs, as well as equitable practices and resources that support effective teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
What does this assessment tell me about my strengths in driving initiatives? What knowledge and skills or dispositions do I need to develop to be more effective in driving initiatives?					
Given my strengths and areas of need, where do I fall on this continuum?	<i>Consistently</i> <input type="checkbox"/>	<i>Usually</i> <input type="checkbox"/>	<i>Occasionally</i> <input type="checkbox"/>	<i>Rarely</i> <input type="checkbox"/>	
What are my next steps?					



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Driving Initiatives

<b>Practicing Equity and Ethics</b>		Context: Think about a current leadership role (e.g., academic coach, district/building leadership team member, mentor) or role that you would like to assume in the future. Keep that context in mind as you complete the <i>Practicing Equity and Ethics</i> self-assessment.			
"Teacher leaders assume individual responsibility for actions"—Yarger & Lee, 1994					
<b>Items</b>	<b>Rating</b>				Evidence/experience used to determine ratings
	<i>Consistently</i>	<i>Usually</i>	<i>Occasionally</i>	<i>Rarely</i>	
I practice professional/core values of integrity, honesty, fairness and dignity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I foster a positive and inclusive culture that seeks to understand students' needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I champion cultural competency and culturally responsive practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I work to ensure that all students receive an equitable education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I accept responsibility and continuously grow and develop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I engage in reflection on and refinement of my practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I collaboratively develop and adapt my role and responsibilities in response to the local educational context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
What does this assessment tell me about my strengths in practicing equity and ethics? What knowledge and skills or dispositions do I need to develop to be more effective in practicing equity and ethics?					
Given my strengths and areas of need, where do I fall on this continuum?	<i>Consistently</i> <input type="checkbox"/>	<i>Usually</i> <input type="checkbox"/>	<i>Occasionally</i> <input type="checkbox"/>	<i>Rarely</i> <input type="checkbox"/>	
What are my next steps?					



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Driving Initiatives

<b>Building Relationships and Partnerships</b>		Context: Think about a current leadership role in which building relationships and partnerships is key to success (e.g., mentor, academic coach) or role that you would like to assume in the future. Keep that context in mind as you complete the <i>Building Relationships and Partnerships</i> self-assessment.			
"Teacher leaders are approachable and influence primarily through their relationships, which become the foundation upon which teacher leaders are able to share and learn with others."—Katzenmeyer & Moller, 2009					
<b>Items</b>	<b>Rating</b>				Evidence/experience used to determine ratings
	<i>Consistently</i>	<i>Usually</i>	<i>Occasionally</i>	<i>Rarely</i>	
I create and build strategic relationships and partnerships to enhance student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I reach out and connect the appropriate partners to address needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I communicate and collaborate to build relationships/partnerships that are sustainable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
What does this assessment tell me about my strengths in practicing equity and ethics? What knowledge and skills or dispositions do I need to develop to be more effective in practicing equity and ethics?					
Given my strengths and areas of need, where do I fall on this continuum?	<i>Consistently</i> <input type="checkbox"/>	<i>Usually</i> <input type="checkbox"/>	<i>Occasionally</i> <input type="checkbox"/>	<i>Rarely</i> <input type="checkbox"/>	
What are my next steps?					



## References

Ohio Department of Education (ODE). (2017). *Ohio Teacher Leadership Framework*. Retrieved from [http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Educator-Equity-in-Ohio/Local-Equity-Plan-1/Local-Equitable-Access-Strategies/Ohio-Teacher-Leader-Framework\\_508\\_compliant.pdf.aspx?lang=en-US](http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Educator-Equity-in-Ohio/Local-Equity-Plan-1/Local-Equitable-Access-Strategies/Ohio-Teacher-Leader-Framework_508_compliant.pdf.aspx?lang=en-US).