**Teacher Leadership Self-Reflection Inventory**

Key competencies below represent a sample from the domains of the *Teacher Leader Model Standards* that positively impact student achievement and growth. Alphanumeric codes below refer to teacher leader standard domain and key function. This template can be modified based on school and local needs – standards are located [here](http://team-tn.org/wp-content/uploads/2013/08/Teacher-Leader-Model-Standards.pdf).

**Instructions:** Read the following statements about teacher leadership and apply them to your work with colleagues using the four categories.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Competencies***As a teacher leader, I:* | **Emerging** | **Developing** | **Performing** | **Transforming** |
| *Teacher leader demonstrates little or no action with or evidence of competency* | *Teacher leader demonstrates some action with or evidence of competency* | *Teacher leader demonstrates strong action with or evidence of competency* | ***Peer teachers*** *demonstrate action with or evidence of competency* |
| (II-a) Assist colleagues in accessing and using research in order to select appropriate strategies to improve student learning.  |  |  |  |  |
| (II-b) Facilitate the analysis of student learning data, collaborative interpretation of results and application of findings to improve teaching and learning.  |  |  |  |  |
| (II-d) Teach colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning, and supports them in these efforts.  |  |  |  |  |
| (III-a) Collaborate with colleagues and school administrators to plan professional learning that is team based, job-embedded, and sustained over time, aligned with content standards and linked to school/district improvement goals.  |  |  |  |  |
| (III-b) Use information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting and facilitating varied and differentiated professional learning.  |  |  |  |  |
| (III-e) Work with colleagues to collect, analyze and disseminate data related to the quality of professional learning and its effect on teaching and student learning.  |  |  |  |  |
| (III-f) Advocate for sufficient preparation, time and support for colleagues to work in teams to engage in job embedded professional learning.  |  |  |  |  |
| (III-g) Provide constructive feedback to colleagues to strengthen teaching practice and improve student learning.  |  |  |  |  |
| (IV-a) Facilitate the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization and school culture.  |  |  |  |  |

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| (IV-b) Engage in reflective dialogue with colleagues based on observation of instruction, student work and assessment data and helps make connections to research-based effective practices.  |  |  |  |  |
| (IV-c) Support colleagues’ individual and collective reflection and professional growth by serving in roles such as mentor, coach and content facilitator.  |  |  |  |  |
| (IV-f) Promote instructional strategies that address issues of diversity and equity in the classroom and ensure that individual student learning needs remain the central focus of instruction.  |  |  |  |  |
| (V-a) Increase the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards.  |  |  |  |  |
| (V-b) Collaborate with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning.  |  |  |  |  |
| (V-c) Create 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.  |  |  |  |  |
| (V-d) Work with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning.  |  |  |  |  |

**Reflection**

1. Which statement(s) affirmed your strengths as a teacher leader? Explain.
2. Which statement(s) illuminated your areas of growth as a teacher leader? Explain.
3. How do the overall results impact your thinking about implementing and/or refining teacher leader strategies in the next 30, 60, and 90 days? Explain.