

# 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](#).

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

<b>Key Competencies</b> <i>As a teacher leader, I:</i>	<b>Emerging</b>	<b>Developing</b>	<b>Performing</b>	<b>Transforming</b>
	<i>Teacher leader demonstrates little or no action with or evidence of competency</i>	<i>Teacher leader demonstrates some action with or evidence of competency</i>	<i>Teacher leader demonstrates strong action with or evidence of competency</i>	<i>Peer teachers demonstrate action with or evidence of competency</i>
(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.