
Appendix F

Leadership Self-Assessment Tool



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Self-Assessing Against 7 Leadership Dimensions

We have learned that the success of increasing ALL students’ growth and achievement is dependent on the deep understanding and implementation of our 14 Parameters and the following 7 Leadership Skills—when implemented 90% of the time (Sharratt, & Fullan, 2022). Added to the initial research is the 4th dimension: Imagine-ability (Sharratt & Harild, 2015), the 5th dimension: Collabor-ability (Sharratt & Planche, 2016), and the 6th dimension: Adapt-ability (Sharratt, 2019). I have added a 7th leadership dimension: Response-ability (Sharratt, 2027).

Leadership Dimension	Implementation Scale	Next Steps	Professional Learning Needed
	1 _____ 5 Awareness - Full Implementation		
Knowledge-ability ✓ models a belief that all students can and will learn and all teachers can teach ✓ Walks and Talks in classroom daily and uses data collected to make decisions for school and student improvement ✓ can clearly articulate why they do what they do; students, teachers, and parents can, too ✓ uses data to determine impact on learning ✓ measures school's impact on student learning as leaders see themselves as evaluators of their impact ✓ sets targets that indicate high expectations; “other critical factors include setting targets for what is desired for each student from the lessons, concentrating on evidence of progress from prior achievement to target, and working with other teachers before delivering the lesson to engage with their critique as to how to optimize the impact of the lessons on the learning of the student” (Hattie, J. 2012, p. 74). ✓ provides for and participates with teachers in ongoing Professional Learning to ensure wise and timely use of relevant assessment data to differentiate instruction every day ✓ has deep understanding of and laser-like focus on the expected high-impact assessment and instructional practices (knows and implements what works best through knowledge of effect sizes; Hattie, 2009) ✓ monitors improvement by “Walking” in classrooms to look for evidence of School Improvement Plans and Collaborative Inquiry question ✓ has coaching conversations by “Talking” with teachers about their practice ✓ fosters learning for everyone; provides intellectual stimulation ✓ monitors “cognitive demands” of performance tasks			

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Leadership Dimension	Implementation Scale	Next Steps	Professional Learning Needed
	1 _____ 5 Awareness - Full Implementation		
Mobilize-ability ✓ creates a sense of collective urgency to put FACES on the data to ensure success for all and conveys the shared moral imperative ✓ provides encouragement for teachers to take the lead by distributing leadership, sharing responsibility and accountability ✓ has high expectations for students and teachers ✓ provides <i>time</i> and resources for coaching and mentoring of teachers ✓ removes barriers and supports teaching partners in the co-planning, co-teaching, co-debriefing, co-reflecting cycle (4 C's); "The co-planning of lessons is the task that has one of the highest likelihood of making a marked positive difference on student learning" (Hattie, 2012, p. 74). ✓ creates rich conversations of every FACE by co-construction of Data Walls and provides timetabled problem-solving forums called Case Management Meetings (CMMs) ✓ uses the Data Wall and CMM as a catalyst for leader and teacher empowerment and begins every CMM with rich conversations about student needs and instruction ✓ gives and gets feedback by Walking and Talking daily to ask individual students the 5 Questions and has Descriptive Feedback conversations with teachers based on many Walks ✓ opens classroom doors to make teaching public ✓ builds a caring community which includes parents and the broader community as partners			
Sustain-ability ✓ creates a "we-we" culture of learning where there is responsibility and caring for all students' within and across schools ✓ creates a trusting and respectful learning environment where students and teachers feel safe to take risks, make mistakes. Mistakes are looked upon as learning opportunities ✓ focuses on use of human and material resources to accomplish excellence and equity of outcomes ✓ determines what is "value-added" and what is "waste" (stop doing those things that are not having an impact on learning and implement strategies with 0.4 effect size or greater; Hattie, 2009)			

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Leadership Dimension	Implementation Scale	Next Steps	Professional Learning Needed
	1 _____ 5 Awareness - Full Implementation		
✓ develops and leaves many leaders behind to continue the achievement work ✓ develop visible assessment and instructional practices to create learners who are assessment capable (Hattie, 2009) ✓ ensures transparency and accountability for achieving desired results ✓ Walks and Talks with colleagues within own school and across schools to develop many leaders			
Imagine-ability ✓ models the belief that all students can participate in the workplace and society and achieve their own personal potential ✓ permits every student to be confident enough to feel they can change the world ✓ achieves a high level of system and school performance and shares this leadership knowledge with others ✓ is willing to take calculated risks informed by research and lead where no one has gone before ✓ tries alternative approaches to achieving increased student success for all when no one else believes there is a problem that requires a solution ✓ identifies opportunities for all students and teachers and acts on them thoughtfully ✓ sets the collaborative conditions to enable students and teachers to develop a sense of “what is possible” from the perspective of multiple collaborators, including business, industry, and community partners ✓ advocates for change in the status quo to influence policy decisions that will result in equity and excellences in student outcomes			
Collabor-ability ✓ articulates a clear purpose for collaborative work ✓ organizes time periods and schedules for collaborative work ✓ reinforces shared beliefs and understandings about student and staff success ✓ builds consensus on what specific areas for collaborative learning stand out through the analysis of student data ✓ researches high-impact practices ✓ determines clear learning intentions and their success criteria for learning through collaborative discourse and analysis;			

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Leadership Dimension	Implementation Scale	Next Steps	Professional Learning Needed
	1 _____ 5 Awareness - Full Implementation		
✓ solidifies a commitment to employing an inquiry approach to collaborative work ✓ establishes and implements norms and protocols for collaborative engagement ✓ supports goals with ongoing scheduled time, resources and time for reflection ✓ projects a growth mind-set by modeling a belief in the capacity of others to learn ✓ models responsibility and accountability for individual and collective learning through many processes including CI and Learning Walks and Talks ✓ facilitates the work by using learning protocols ✓ engages and includes many voices in the work			
Adapt-ability ✓ stays calm amid ambiguity and chaos ✓ embraces and leads through the ambiguity of chaos in these turbulent, changing times ✓ begins with data at every meeting -collected from Walks and Talks in other schools and in own classrooms ✓ runs device-free meetings so all are “present” ✓ sees technology seamlessly integrated into the school day to be effective and efficient ✓ uses technology to advantage as a tool and as a teacher—often observing students’ use of technology to learn ✓ manages little and leads often, modeling and monitoring, flexibly changing course if needed ✓ is the ambassador for the team and organization ✓ models the belief that all students and teachers can learn, given time and support ✓ navigates tensions between collaborators and/or innovators ✓ asks the right, tough questions ✓ empowers self and others ✓ knows how to excite, initiate, and pull things together ✓ allows self and colleagues to “fail fast” and keep going ✓ keeps distracters away ✓ leaves no room for hierarchy or bureaucracy ✓ uses simple reflective tools, like The Circle of Practice (see Appendices C and D) ✓ gives and gets Descriptive Feedback by paying attention to feedback loops ✓ Is aware and intentionally builds collective efficacy			

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Leadership Dimension	Implementation Scale	Next Steps	Professional Learning Needed
	1 _____ 5 Awareness - Full Implementation		
Response-ability ✓ owns the FACES of all learners in their care ✓ accepts honest reality of current data sources and takes action ✓ values knowledge by sharing research ✓ leads from the top—builds from the bottom: be in classrooms daily, noting and sharing teacher expertise ✓ becomes co-learners and co-laborers ✓ models the change they want to see ✓ doesn't ask anyone to do what they are not prepared to do ✓ demonstrates that collective efficacy means collective presence ✓ integrates the work: uses the time they already have to do the CLARITY and FACES work ✓ communicates small wins daily!			