

## Teacher Leader Self Assessment

Becoming a Teacher Leader can have varying effects on you as an individual. Not all situations you will have to deal with are positive. Working with peers, administrators, students, and parents can involve situations that challenge your emotional, spiritual, and professional maturity. These situations can also test your character. The following are some factors that affect your ability to become a good teacher leader. Use this rubric to rate yourself on your attributes as a teacher leader. If you are not yet a teacher leader and interested in becoming experienced in that area, you might use this instrument to determine areas you need to improve.

*Mark the statements that best describe your view of yourself in each attribute area.*

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Physical Condition</b>	Frequently incapacitated	Has difficulty with the physical demands of this work	Fairly healthy	Good health and can work under stressful situations
<b>Attractiveness</b> (how others associate with you)	Avoided by others	Tolerated by others	Liked by others,	Well-liked by others
<b>Intelligence</b>	Learns and thinks slowly	Average mental acuity	Alert: has good understanding	Brilliant: exceptional
<b>Responsiveness</b> (to the feelings and needs of others),	Slow to sense how others feel	Reasonably responsive	Understanding & thoughtful	Exceptionally responsive
<b>Emotional Resilience,</b> (in trying situations),	Gets angry or impulsive	Withdraws	Gets discouraged easily	Meets constructively
<b>Character</b>	Relatively superficial	Over-emotional	Genuine but mild	Warm, rich and growing
<b>Leadership,</b> (ability to inspire others & maintain their confidence)	Makes no effort to lead	Tries but lacks ability	Has some leadership promise	Outstanding ability to lead
<b>Achievement</b> (ability to formulate, execute and carry plans to conclusion)	Starts but does not finish	Does only what is assigned	Meets average expectations	Superior creative ability
<b>Willingness to Serve</b>	Reluctant to serve	Insists on having own way	Motives confused	Eager to serve as needed
<b>Teamwork</b>	Frequently causes friction	Usually willing to serve	Works well with others	Adds significantly to team success
<b>Decisiveness</b>	Unable to make a decision	Hesitant to make a decision with out consulting others	Can make decisions after reflection	Can make decisions quickly based on experience and judgment

This instrument is for personal use only and should not be shared with others. It is intended to help you reflect on areas that you may need to improve to be the best you can be as a teacher leader. For purposes of comparison use the scales below for reflection.

Total up your points for the rubric above and look at these ranges.

11 – 16 points – your attributes do not support the role of a teacher leader.

17 – 27 points – some of your attributes support the role of a teacher leader but you will need to improve on most to become proficient.

28 – 38 points – most of your attributes support the role of a teacher leader. You will need to improve some areas. You have a lot of potential.

39 – 44 points – you have very positive attributes for becoming a teacher leader.

Identify your areas that need improvement:

- \_\_\_\_\_ 1. Physical Condition
- \_\_\_\_\_ 2. Attractiveness
- \_\_\_\_\_ 3. Intelligence
- \_\_\_\_\_ 4. Responsiveness
- \_\_\_\_\_ 5. Emotional Resilience
- \_\_\_\_\_ 6. Character
- \_\_\_\_\_ 7. Leadership
- \_\_\_\_\_ 8. Achievement
- \_\_\_\_\_ 9. Willingness to Serve
- \_\_\_\_\_ 10. Teamwork
- \_\_\_\_\_ 11. Decisiveness

Use the action planning chart on the next page to create action items for improvement of your attribute areas. You might talk with someone about helping you with your action plans by observing you during activities, look at video presentations about conducting professional development, read articles and books on these topics, work with a peer coach, or attend some training. These attribute areas are things you will have to improve about yourself. Others can help you but you have to recognize and accept those areas that may need improvement.

**Attribute Improvement Action Plan**

Name:

<b>Attribute you are addressing</b>	<b>Describe your current skill level in this area</b>	<b>Describe the skill level you would like to achieve</b>	<b>Action you will take to improve this area</b>	<b>Outcomes of your action</b>