

Pathway Leadership Capacity Staff Survey (Self-Assessment)

This form provides an assessment of the dispositions, knowledge and skills needed to build leadership capacity in schools and organizations developing pathways. The items are clustered according to the characteristics of schools. The scale to the right of each item can be translated thusly:

NA = not attempted CI = consistently implemented
 IA = infrequently attempted CTO = can teach to others
 OA = often attempted (but not consistently implemented)

Please circle the rating for each item and add up the number of circled ratings in each column.

A. Broad-based participation in the work of leadership (administrators, teachers, staff, students, parents, community members)

1. Assists in the establishment of representative governance and work groups (e.g., teams, councils, study groups)	NA	IA	OA	CI	CTO
2. Seeks to increase interactions among staff, students, and community members in order to build relationships and increase participation in school and pathway.	NA	IA	OA	CI	CTO
3. Shares authority, decision-making and resources broadly	NA	IA	OA	CI	CTO
4. Engages others in leading opportunities, supports leadership development of others.	NA	IA	OA	CI	CTO
Total number circled	_____	_____	_____	_____	_____

B. Skillful participation in the work of leadership: models, describes, and demonstrates the following skills:

a. Developing a shared vision with colleagues	NA	IA	OA	CI	CTO
b. Facilitating group processes and team building	NA	IA	OA	CI	CTO
c. Communicating (especially listening and questioning)	NA	IA	OA	CI	CTO
d. Reflecting on practice	NA	IA	OA	CI	CTO
e. Inquiring into the questions and issues confronting the pathway and school community and using evidence to improve practice	NA	IA	OA	CI	CTO
f. Collaborating on planning, including program, curriculum and assessment	NA	IA	OA	CI	CTO
g. Challenging colleagues' beliefs and assumptions about who can lead and learn (as appropriate)	NA	IA	OA	CI	CTO
h. Managing conflict among adults productively	NA	IA	OA	CI	CTO
i. Problem-solving with administrators, colleagues, students, and parents	NA	IA	OA	CI	CTO
j. Managing change and transitions	NA	IA	OA	CI	CTO
k. Using active learning designs with adults	NA	IA	OA	CI	CTO
l. Communicating the relationship between leadership and learning	NA	IA	OA	CI	CTO
Total number circled	_____	_____	_____	_____	_____

C. Shared vision results in program coherence

1. Participates with others in the development of a shared vision for the pathway that is coherent with the school vision, and that serves all children well.	NA	IA	OA	CI	CTO
2. Asks questions that keep the pathway and school on track with coherent visions.	NA	IA	OA	CI	CTO
3. Thinks about and aligns pathway standards, instruction, assessment, and programs	NA	IA	OA	CI	CTO

according to both the pathway's and the school's vision.

4. Suggests that both the pathway and the school keep those connected visions alive by reviewing them regularly. NA IA OA CI CTO

Total number circled _____

D. Inquiry-based use of information informs equity-based decisions and practice

1. Engages with others in posing questions about the work of the pathway and school. NA IA OA CI CTO
2. Discovers and interprets classroom, pathway, and school data with an equity lens. NA IA OA CI CTO
3. Communicates with others about what evidence to gather and how to analyze it. NA IA OA CI CTO
4. Helps to create time for dialogue and reflection using data and an equity lens. NA IA OA CI CTO
5. Uses evidence in decision-making processes to address equity concerns. NA IA OA CI CTO

Total number circled _____

E. Roles and action reflect broad involvement, collaboration, and collective responsibility

1. Attends to the classroom, pathway, school, community, and profession. NA IA OA CI CTO
2. Motivates others to give attention to collegial activities beyond their classroom. NA IA OA CI CTO
3. Attends to building relationships, both within the pathway and across the school. NA IA OA CI CTO
4. Encourages colleagues, students, parents, community and postsecondary partners to share responsibility for pathway and school improvement. NA IA OA CI CTO

Total number circled _____

F. Reflective practice consistently leads to innovation

1. Encourages reflection about instructional practice among colleagues and students. NA IA OA CI CTO
2. Uses reflective practices such as peer coaching, journal writing, collaborative planning, lesson study, and consultancies. NA IA OA CI CTO
3. Demonstrates and encourages initiative (e.g., posing questions, accessing resources, joining networks). NA IA OA CI CTO
4. Invites and supports new ways of doing things. NA IA OA CI CTO
5. Works with others to develop collective accountability criteria and processes for pathway and school NA IA OA CI CTO

Total number circled _____

G. High or steadily improving student achievement and development

1. Works with members of the pathway and school community to establish and implement expected student outcomes related to both pathway and state standards. NA IA OA CI CTO
2. Teaches and assesses so that all children learn, differentiating instruction, using real world applications, authentic audience, and performance-based assessments. NA IA OA CI CTO
3. Collaborates with team to honor effort and provide needed supports/interventions. NA IA OA CI CTO
4. Collaborates with team to define and communicate learning and performance expectations, & provide feedback to students and families about student progress. NA IA OA CI CTO
5. Performs many roles as teacher/administrator of a learning community: facilitator, coach, advisor, mentor. NA IA OA CI CTO
6. Makes sure that pathway and school inquiry process includes evidence of student performance and development, as well as innovative efforts to affect them. NA IA OA CI CTO

Total number circled _____

Scoring: Tally the number of responses in each category and note the responses in the columns to the left.

NA/IA OA/CI CTO

_____ _____ _____ A: Broad-based participation in the work of leadership

_____ _____ _____ B: Skillful participation in the work of leadership

_____ _____ _____ C: Shared vision results in program coherence

_____ _____ _____ D: Inquiry-based use of information informs decisions and practice

_____ _____ _____ E: Roles and action reflect broad involvement, collaboration, and collective responsibility

_____ _____ _____ F: Reflective practice consistently leads to innovation

_____ _____ _____ G: High or steadily improving student achievement and development

Suggestion: Identify specific dispositions and skills that fall into the NA, IA, OA, CI or CTO categories. For skills in each category, do the following:

- NA/IA areas: Find opportunities to observe these skills in practice and be trained in them.
- OA/CI areas: Find more opportunities to demonstrate and practice these skills.
- CTO areas: Find opportunities to coach others and participate in formal governance groups.

Adapted from: Leadership Capacity for Lasting School Improvement : Appendix D, Linda Lambert, Association for Supervision and Curriculum Development, Alexandria, VA, 2003