WORKING WITH ADULT LEARNERS

TEACHER LEADER SELF-ASSESSMENT

Teacher leaders who successfully work with adult learners build trusting relationships and facilitate professional learning environments in order to empower their colleagues. They understand the development and inter-relationship of teacher knowledge and practice and believe that teacher learning is grounded in student learning.

CONTEXT: Think about a leadership role in your work with adult learners, such as teaching colleagues, mentoring, coaching, or facilitating collaborative groups, or a role that you would like to assume in the future. Keep that context in mind as you complete the *Working with Adult Learners* self-assessment.

Knowledge and Skills: Building Trusting Relationships	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
I foster group membership for all participants so that all perspectives are valued.					
I listen intentionally to all participants to fully understand what is communicated.					
I take an ethical stance and support others in operating from an ethical perspective.					
I take a caring stance to ensure that all participants feel valued.					
I create a safe environment so that each participant feels safe to risk, learn and share.					
I am aware of and act on the cultural needs and interests of my participants.					

What does this tell me about my strengths when working with adult learners? What knowledge and skills do I need to develop to be more effective when working with adult learners?

Knowledge and Skills: Facilitating Professional Learning for Adults	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
I use reflection strategically as a tool to inform my practice and improve adults' learning.					
I intentionally structure dialogue and discussion to further specific learning goals.					
I create environments and activities that encourage adult learners to question their assumptions.					
I foster adult learners' engagement in order to maximize opportunities to learn.					
I encourage collegial inquiry so that participants can transform their practice.					
I consider the spectrum of content knowledge and understanding of pedagogy as I plan professional learning opportunities.					
I foster mutual responsibility for all group members' learning.					

What does this assessment tell me about my strengths in facilitating professional learning? What knowledge and skills do I need to develop to be more effective in facilitating professional learning?

Dispositions	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
I frame my work on the belief that adult learning is interwoven with student learning.					
I take the time to notice and appreciate the work of adult learning and convey this to participants.					
I accept and act on constructive feedback in order to model an open mind and improve my practice.					
I demonstrate the courage to take risks in order to support the participants' learning.					
I am reliable and follow through on my commitments to participants and to the work.					

What does this assessment tell me about my strengths in developing dispositions in working with adult learners? What dispositions do I need to develop to be more effective in working with adult learners?

Given all of my strengths and areas of need in *working with adult learners*, where do I fall on this continuum?

Refining	Proficient	Developing	Emerging
I motivate others to build trusting relationships that promote collaborative inquiry, disrupt existing assumptions, value diversity of opinion, and foster mutual responsibility for the group's learning. I affect teacher change by planning and implementing powerful instruction based on knowledge of adult learners' needs and grounded in reflective practice. I help others to create an environment that encourages risk taking and innovative thinking.	I build trusting relationships that promote collaborative inquiry, disrupt existing assumptions, value diversity of opinion, and foster mutual responsibility for the group's learning. I plan and implement intentional instruction that engages adult learners and is grounded in reflective practice. I create an environment that supports risk taking.	I promote friendly relationships that encourage group conversations and create a cooperative environment. I plan appropriate instruction that engages adult learners and moves some to reflective practice. I act on constructive feedback in order to model risk taking in my own practice.	I understand the need for building trusting relationships in teacher learning groups. I have participated in cooperative learning activities. I understand the need to value my colleagues' ideas and the power of reflection on my own practice.

What patterns do I see in my *Working with Adult Learners* self-assessment? What are my next steps?

Additional questions to ponder:
1. Who are the adult learners in my instructional context and what strategies might be most effective in working with them?
2. What fears do I have about working with adult learners? What might I do about confronting or challenging my fears?
3. To what degree do I hold the same patience with adult learners as I do with my students?

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COLLABORATIVE WORK

Teacher leaders use skills and strategies to work with a variety of people to achieve multiple goals. Tools such as norm setting and protocols allow leaders to facilitate groups in reaching agreement even while working with diverse points of view. Leaders document meetings, access appropriate resources and delegate responsibility to help the group move toward solutions. Teacher Leaders adjust their facilitation based upon the size of the group, the familiarity the group members have with one another, and the length of time they will work together.

CONTEXT: Think about a collaborative leadership role such as grade level chair, department head, building, district, state or federal work, association work, professional organizations or a role that you would like to assume in the future. Keep that context in mind as you complete the *Collaborative Work* self-assessment.

Collaborative Skills	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
I develop, teach, and effectively use norms of collaboration to ensure collaborative and organizational skills are embedded in all meetings.					
I use conflict and mediation skills to ensure that groups collaborate to achieve common outcomes.					
I use strategies including protocols as tools for collaborative processes.					
I show that I value diverse opinions as an important element of problem solving.					
I match my language to the situation.					
I share responsibility and leadership to enhance the collaborative work process.					
I hold myself accountable to the group's goals and outcomes so that the group is successful.					

What does this assessment tell me about my collaborative skill strengths? What skills do I need to deepen my collaborative expertise?

Organizational Skills	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
I successfully facilitate meetings that actively engage participants.					
I document meetings to record the work and thinking of the group.					
I move the group to task completion using appropriate processes.					
I know multiple resources and access them when appropriate.					
I delegate responsibility to enhance efficiency.					

What does this assessment tell me about my strengths in organizational skills? What organizational skills do I need to deepen?

Dispositions	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
I know what to compromise and when, in order to move the work forward.					
I read the group using verbal and non-verbal cues to successfully adjust facilitation.					
I am willing to admit when I'm wrong or don't know.					
I communicate honestly and courageously.					
It is my desire to work with adults.					
My passion motivates others.					

What does this assessment tell me about how the strengths of my dispositions enhance collaborative work? What dispositions do I need to develop to be more effective in collaborating?

Given all of my strengths and areas of need in *collaboration,* where do I fall on this continuum?

Refining	Proficient	Developing	Emerging
I share responsibility in order to develop collaborative leadership and empower others. I actively seek new tools that help groups function effectively and introduce them when appropriate. I believe in the power of collaboration and model that belief in ways that motivate others.	I consistently use a wide variety of skills and strategies such as norm setting and protocols to achieve goals with groups representing diverse points of view. I document meetings, access appropriate resources and delegate responsibility to help the group move toward solutions. I am flexible in facilitation and open to compromise in order to move toward common goals.	The skills and strategies I use with groups meet with some success. I strive to master the organizational skills needed to help groups move toward solutions. I am actively working to demonstrate my commitment to collaborative work processes.	I recognize the power of collaboration and seek to increase my skills in working with colleagues. I have observed effective organizational strategies that I will work to develop. I desire to work with adults but face challenges in facilitating collaboration.

What patterns do I see in my *Collaborative Work* self-assessment ? What are my next steps?

Additional questions to ponder:
1. Who do I know with exceptional collaborative skills? Specifically how do they model collaboration?
2. How could I gain more experience facilitating collaborative groups?
3. Where does collaboration work the best? Are there situations in which collaboration is not helpful?

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COMMUNICATION

Teacher leaders use effective communication strategies to build relationships and help working groups accomplish tasks. They are expert listeners who use their technical skills to facilitate large and small groups. They understand the culture and contributions of group members and honor all perspectives.

CONTEXT: Think about a current leadership role in which communication is key to your success, such as department chair, coach, mentor, or a role that you would like to assume in the future. Keep that context in mind as you complete the *Communication* self-assessment.

Building Relationships	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
I maintain an open mind while building positive relationships.					
I use the diversity of the group as a strength to promote cultural competency.					
I adapt my communication skills for the unique needs of adult learners in a group.					
I invite and honor diverse views.					
I embrace healthy, productive discussions.					

What does this assessment tell me about my strengths in building relationship through communication? What knowledge and skills do I need to develop to be more effective in building relationships through communication?

Technical Skills	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
I facilitate learning-focused discussions in a way that involves all stakeholders.					
I give and receive feedback honestly, openly and constructively.					
I understand and demonstrate deep listening skills, such as paraphrasing and asking clarifying questions.					
I ask the right question to get the feedback necessary to complete the assigned task.					
I lead data-driven dialogue in a manner that facilitates informed decisions and appropriate actions.					
I use conversation, dialogue and/or discussion based on the context and task.					
I synthesize, summarize and use mediation to move large or small groups to decisions.					
I effectively use technology to enhance communication.					
My written communication (i.e. memos, minutes, email) effectively supports goals/purposes.					
I use effective strategies for setting up spaces, organizing materials and pacing activities to enhance communication.					

What does this assessment tell me about my strengths in technical communication skills? What knowledge and skills do I need to deepen my technical communication expertise?

Dispositions	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
I honor and welcome all perspectives.					
I presume positive intentions that all group members are working in the best interest of student learning.					
I value the professional expertise and experience of group members.					
I foster a sense of community.					

What does this assessment tell me about how the strength of my dispositions enhances my communication? What dispositions do I need to develop to be more effective in communicating?

Given all of my strengths and areas of need in *communication*, where do I fall on this continuum?

Refining	Proficient	Developing	Emerging
I empower others to build relationships through effective communication. I help others develop technical communication skills and hone their ability to facilitate group discussion and dialogue. I model inclusive practices that support the contributions of every group member toward a common goal.	I build relationships through effective communication in order to help working groups accomplish tasks. I use my technical skills to effectively facilitate large and small groups, learning-focused conversations and data-driven dialogue. I value the professional experience and expertise of others and foster a sense of community.	I have some success using effective communication to build relationships. My technical skills are effective in some contexts but not all. I am actively working to demonstrate that I value the professional experience and expertise of others.	I am aware of the importance of effective communication in building relationships. I intend to increase my technical skills in order to become a more effective communicator. I strive to approach this work with an open mind in order to build community.

What patterns do I see in my *Communication* self-assessment? What are my next steps?

Additional questions to ponder:
1. Who in my professional context exemplifies effective communication? What do I admire about his/her competence in communicating?
2. What fears do I have about communicating with adults? What might I do about confronting or challenging my fears?

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KNOWLEDGE OF CONTENT AND PEDAGOGY

TEACHER LEADER SELF-ASSESSMENT

Teacher leadership builds on the foundation of accomplished teaching. Teacher leaders initially demonstrate excellence in instructional contexts and continue to grow as they take on leadership positions in other contexts within the larger system. Content, instruction and assessment expertise is crucial to credible teacher leaders. Knowledge of content and pedagogy is developed in formal and informal roles and settings, with the expectation that learning in collaboration with colleagues is critical to both developing and refining teacher leadership.
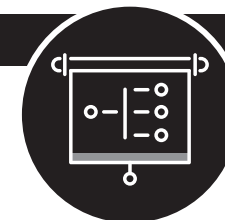
CONTEXT: Think about a current leadership role, such as team leader, department chair, content specialist or coach, or a role that you would like to assume in the future. Keep that context in mind as you complete the *Knowledge of Content and Pedagogy* self-assessment.

Knowledge and Skills	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
I actively engage in studying and applying current professional literature and pursue professional learning opportunities focused on content, instruction and assessment.					
I understand how the curriculum standards and expectations in my classroom build on what comes before and contributes to what students will experience next.					
I understand how to build my instruction based on my knowledge of students.					
I am confident in my core values, balance my views with other's perspectives and continually reexamine my practices.					
I understand the linkages between content expectations, instructional materials and various assessments -- formative and summative; classroom, district and state.					
I use student work to inform my instruction and regularly adjust my plan based on student strengths and needs.					
I interpret multiple sources of data and use implications to improve teaching and learning in my classroom, school and district.					
I apply my knowledge of cultural competency to engage my students with appropriate content and supporting materials.					
While teaching, I select from a repertoire of effective instructional strategies to engage students in learning.					
I capitalize on multiple entry points to increase teacher content knowledge and classroom application.					
I use data to improve instruction in my classroom and facilitate colleagues' skills to do the same.					

What does this assessment tell me about the strengths of my knowledge of content and pedagogy? What content knowledge and skills do I need to deepen my expertise?

Dispositions	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
I exhibit a belief in life-long learning as a foundation for education.					
I demonstrate reflective practice, believing the improvement of teaching and learning begins with the teacher.					
I am committed to supporting the growth of colleagues.					
I enjoy the complexity of problem-solving instructional opportunity gaps, welcoming and honoring the contributions of others (parents, students, colleagues).					

What does this assessment tell me about how the strength of my dispositions enhances my understanding of content and pedagogy? What dispositions do I need to develop to deepen my instructional practice?

Given all of my strengths and areas of need in *knowledge of content and pedagogy,* where do I fall on this continuum?

Refining	Proficient	Developing	Emerging
I consistently and fluently apply my expert knowledge of content, pedagogy and assessment with my students and frequently find myself leading colleagues in this area in both formal and informal roles. I constantly seek new learning challenges and opportunities for deep professional reflection.	I consistently and fluently apply my expert knowledge of content, pedagogy and assessment with my students and I am regularly invited to share my practices with colleagues in order to improve teaching and learning. I thrive on new learning challenges and continuously reflect on my practice.	I am increasing my expert use of the content, pedagogy and assessment skills needed to be effective with my students and learn from and with my colleagues. I accept learning opportunities with enthusiasm and am working to develop reflective practices.	I reflect on my own practice and solicit and value the input of others in order to build my personal capacity in content, pedagogy and assessment.

What patterns do I see in my *Knowledge of Content and Pedagogy* self-assessment? What are my next steps?

Additional questions to ponder:
1. What strategies keep me aware of research findings, a variety of perspectives and thought leaders in my content area?
2. How do I contribute to my learning community and to the broader profession at large?
3. How do I build a community that keeps me professionally relevant?

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SYSTEMS THINKING

Effective Teacher Leaders understand that all decisions are made within the context of a larger system. Each decision made affects the system as a whole. Accountability and credibility is shared.

CONTEXT: Think about a goal, plan or project you have completed or want to complete. Think about how the decisions about your project affect the systems within your classroom, team, building, district or state.

Working Effectively Within a System	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
I recognize multiple layers of organization within a system as a whole.					
I understand the power structure and how decisions are made in various contexts within a system.					
I understand and work within the rules of formal and informal established hierarchies to complete the task(s).					
I understand and value the importance of garnering stakeholder support.					
I understand and manage resistance as a legitimate element of working within a system.					
I facilitate collective or collaborative inquiry processes and practices within a system.					
I pose the right questions at the right time to the right people.					
I understand how finances and resources are allocated (i.e. projects, schools, system wide) and can access resources when necessary.					

What does this assessment tell me about my strengths when working effectively within a system? What knowledge and skills do I need to develop to be more effective to work within a system?

Skills of Advocacy	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
I set achievable goals considering system constraints.					
I create and implement plans to meet goals.					
I consider capacity for sustainability when creating goals and implementing plans.					
I identify and influence key decision makers.					
I craft and deliver effective messages to stakeholders and key decision makers.					
I mobilize the right people into action.					

What does this assessment tell me about strengths in my advocacy skills within systems thinking? What advocacy skills do I need to develop to become more effective in systems thinking?

Dispositions	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
I am keenly interested in the larger/bigger picture of how decisions impact a system.					
I am attuned to relationships and how they influence decisions.					
I have the ability to "read" people and situations.					
I embrace the opportunity to work with those who hold dissenting views.					

What does this assessment tell me about my dispositions related to systems thinking? What dispositions do I need to develop to become a more effective systems thinker?

Given all of my strengths and areas of need in *systems thinking,* where do I fall on this continuum?

Refining	Proficient	Developing	Emerging
I affect change through finding new and effective ways to work as a systems leader and empowering others to do the same.	I effectively negotiate the inner-workings of a system, involving key decision makers and stakeholders along the way.	I exhibit some knowledge, skills, and dispositions necessary for being an effective systems thinker both alone and with others.	I participate in and am aware of effective systems thinking. I can identify observable skills, knowledge and dispositions in others.

What patterns do I see in my *Systems Thinking* self-assessment? What are my next steps?

Additional questions to ponder:
1. How does my school/district communicate the stakeholders involved in decision-making?
2. What evidence of effective systems thinking/learning do I see in my school or district?
3. What would I do when confronted with a dissenting view of my proposal?
4. How would I determine next steps after an initial proposal was rejected?

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EQUITY LENS

TEACHER LEADER SELF-ASSESSMENT

For teacher leaders who strive to apply an equity lens, it is critical to continually examine one's own knowledge, skills, dispositions and assumptions around race, equity and bias. In order to lead others, there must be a focus on the use of effective facilitation skills and application of culturally relevant and responsive practices. Facilitation skills include listening, questioning, mediation, and the use of culturally inclusive content and data. Application of culturally relevant and responsive practices include combating institutional "isms", ensuring opportunities for all voices, and advocating for equity of access, opportunities and outcomes.

CONTEXT: Think about your role as a teacher leader and all of students that are impacted by your work. Keep that context in mind as you complete the *Equity Lens* Self-Assessment.

Knowledge and Skills: Self and Identity	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
I am aware of the role that bias, both explicit and implicit, has played in my life and my experiences.					
I reflect on how my biases impact my preferences and perspectives.					
I intentionally seek opportunities to understand and disrupt my biases.					
I seek varied perspectives to gain a more complete picture of the world and the people around me.					
I invite and listen to all perspectives and weigh them against my bias and values.					
I seek to better understand the research on how to bring an equity lens to my work.					

What does this tell me about my strengths in reflecting on myself and my identity? What knowledge and skills do I need to develop to be more effective when reflecting on my own biases and identity?

Knowledge and Skills: Understands Race, Power and Privilege	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
I continue to learn about the varied historical contexts and systems of oppression that have created inequities in the educational system and society.					
I understand how my own power and privilege impacts those around me.					
I understand the difference between equality and equity in an institution.					
I understand how intersectionality is necessary for equity across all oppressed groups.					
I understand how to implement culturally relevant and responsive instruction that values the cultural capital of my student population.					

What does this assessment tell me about my strengths in understanding race, power and privilege? What knowledge and skills do I need to develop to be more effective in understanding race, power and privilege?

Knowledge and Skills: Facilitate	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
I am willing to suspend my own agenda and judgement, listen deeply to understand, and hear what is being said.					
I seek to understand perspectives that differ from mine.					
I use questions to encourage equity of voice and participation.					
I identify and disrupt thinking that enables and perpetuates institutional bias.					
I expect and encourage push-back.					
I encourage risk taking, reflection and growth in others.					
I am able to mediate conversations around sensitive topics without shutting people down.					
I am able to notice, respond to, and support the encouragement of participants who are feeling vulnerable or unsafe.					
I apply a critical lens to finding and using culturally inclusive content/data that invites and encourages discourse.					

What does this assessment tell me about my strengths in facilitating with an equity lens? What knowledge and skills do I need to develop to be more effective in facilitating with an equity lens??

Knowledge and Skills: Applies Culturally Relevant and Responsive Practices	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
I work to undo institutional racism, sexism, homophobia, and xenophobia.					
I ensure that all learners regardless of their culture or background are given opportunities to have their voices heard.					
I advocate for equity of access/opportunity and outcomes for all students.					

What does this assessment tell me about my strengths in applying culturally relevant and responsive practices? What knowledge and skills do I need to develop to be more effective in applying culturally relevant and responsive practices?

Dispositions	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
I willingly hold opposing ideas in my head at the same time.					
I strive to understand systems of oppression and how to disrupt them.					
I am reflective and self-aware.					
I am willing to ask hard questions and challenge assumptions.					
I believe conflict can be an opportunity for growth.					
I seek and value diverse voices and perspectives.					
I recognize the power of different points of view.					
I see and affirm people from an assets-based point of view.					
I believe that my social and emotional growth impacts my work.					
I believe I can grow and change.					
I see myself accountable to the community and base my decisions on its input and needs.					
I practice open-mindedness and empathy.					

What does this assessment tell me about my strengths in developing dispositions that support approaching my work with an equity lens? What dispositions do I need to develop to have more effective dispositions that support approaching my work with an equity lens?

Given all of my strengths and areas of need in applying an *equity lens*, where do I fall on this continuum?

Refining	Proficient	Developing	Emerging
I am willing to be the facilitator and initiator of tough conversations around equity. I am consistently working on my own understanding of myself and others and thinking about how history, power, culture and identity are at play in relationships and systems. I am willing to advocate for voices not heard and to hold myself accountable to the empowering of others to learn and work with an equity lens.	I have knowledge and skills about equity that I intentionally apply in all professional settings. I am aware of my own biases and how they impact my perspectives and leadership. I model and facilitate learning around equitable practices and take an active role in discussions and mediate conversations on sensitive topics.	I am building awareness and skills around my own biases, as well as equitable practices both with students and adult learners. I am working to use them more readily and to participate more in the awareness and spread of those skills and knowledge to other educators.	I am exploring my own practices biases and perspectives. I am working to understand the power and privilege around me so that I can better understand equitable practices and how to employ them.

What patterns do I see in my knowledge and skills in bringing an *equity lens* to my work? What are my next steps?

Additional questions to ponder:
1. Who do I know in my professional context who exemplifies an understanding and application of equity? What do I value in them?
2. What fears arise for me when I am asked to have conversations or address topics that deal with race and identity?
3. Whose story is being told? Whose voice is the loudest? What's the other side of the story? Who has or doesn't have the power? Who's absent from the conversation?

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