Leadership Self-Assessment Tool
From "Putting FACES on the Data: What Great Leaders Do!" Sharratt & Fullan, Corwin Press, 2012

We have learned over many years that the success of increasing ALL students' achievement is dependent on the deep understanding and implementation of our 14 Parameters and the following 3 Leadership Skills - when Implemented 90% of the time (Sharratt, L. & Fullan, M. 2012). We have overlaid the Visible Learning Concepts, Hattie, J. 2014).

Leadership Skill	Implementation Scale	Next Steps	PL
Knowledge-ability • models a belief that all students can and will learn and all teachers can teach • uses data to make decisions for school and student improvement • uses data to determine impact on learning • measures school's impact on student learning as leaders see themselves as evaluators of the • 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 and participates with teachers in ongoing professional learning to ensure wise and relevant use of assessment data to differentiate instruction • has deep understanding of and laser-like focus on the expected high-yield assessment and instructional practices (knows and implements what works best through knowledge of effect sizes) • 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 teaching and learning	1_____ 5 Awareness - Full Implementation		
Mobilize-ability • creates a sense of collective urgency to put FACES on the data and ensure success for all and conveys the shared moral imperative • provides encouragement for teachers to take the lead	1_____ 5 Awareness - Full Implementation		

by distributing leadership, sharing responsibility and accountability • has high expectations for students and teachers • provides time 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 *"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, J. 2012, p. 74* • creates awareness of every FACE by transparent building of Data Walls and provides timetabled problem-solving forums - Case Management Meetings - using the Data Wall and Meeting as a catalyst for engagement, empowerment and rich conversations • gives and gets feedback • opens classroom doors to make teaching public • builds a caring community which includes parents as partners	1_____ 5 Awareness - Full Implementation		
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 • Human and material resources focus on excellence and equity of outcomes • Determines what is "value-added" and what is "waste" (stop doing those things that are not having an impact – implement strategies with 0.4 effect size or greater) • develops and leaves many leaders behind to continue the work • develop visible learners who are assessment capable	1_____ 5 Awareness - Full Implementation		