

WEB RESOURCE 10: SELF-ASSESSING AGAINST THE SIX LEADERSHIP DIMENSION SKILLS

We have learned that the success of increasing *all* students' achievement is dependent on the deep understanding and implementation of our 14 Parameters and the following 6 Leadership Skills (Sharratt & Fullan, 2012). Added to the initial research-determined skills (Knowledge-ability, Mobilize-ability, and Sustain-ability) are the fourth dimension, Imagine-ability (Sharratt & Harild, 2015), the fifth dimension, Collabor-ability (Sharratt & Planche, 2016), and the sixth dimension, Adapt-ability (Sharratt, 2019). R. Mattingley has overlaid the Visible Learning Concepts (Hattie, 2014).

Leadership Dimension	Implementation Scale Rate yourself from 1 (Awareness) to 5 (Full Implementation)	Next Steps	Professional Learning Needed
<p>Knowledge-ability</p> <ul style="list-style-type: none"> • 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 she or he does what she or he does; 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 			

Retrieved from the companion website for *CLARITY: What Matters MOST in Learning, Teaching, and Leading* by Lyn Sharratt. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2019 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

Leadership Dimension	Implementation Scale Rate yourself from 1 (Awareness) to 5 (Full Implementation)	Next Steps	Professional Learning Needed
<p>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, 2012, p. 74).</p> <ul style="list-style-type: none"> • 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) 			

(Continued)

Retrieved from the companion website for *CLARITY: What Matters MOST in Learning, Teaching, and Leading* by Lyn Sharratt. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2019 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

(Continued)

Leadership Dimension	Implementation Scale Rate yourself from 1 (Awareness) to 5 (Full Implementation)	Next Steps	Professional Learning Needed
<ul style="list-style-type: none">• 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			
<p>Mobilize-ability</p> <ul style="list-style-type: none">• 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			

Retrieved from the companion website for *CLARITY: What Matters MOST in Learning, Teaching, and Leading* by Lyn Sharratt. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2019 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

Leadership Dimension	Implementation Scale Rate yourself from 1 (Awareness) to 5 (Full Implementation)	Next Steps	Professional Learning Needed
<ul style="list-style-type: none"> • 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 likelihoods 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 CMMs as a catalyst for leader and teacher empowerment and begins every CMM with rich conversations 			

(Continued)

Retrieved from the companion website for *CLARITY: What Matters MOST in Learning, Teaching, and Leading* by Lyn Sharratt. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2019 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

(Continued)

Leadership Dimension	Implementation Scale Rate yourself from 1 (Awareness) to 5 (Full Implementation)	Next Steps	Professional Learning Needed
<ul style="list-style-type: none">gives and gets feedback by Walking and Talking daily to ask students the 5 Questions and has Descriptive Feedback conversations with teachers based on many Walksopens classroom doors to make teaching publicbuilds a caring community that includes parents and the broader community as partners			
<p>Sustain-ability</p> <ul style="list-style-type: none">creates a “we-we” culture of learning where there is responsibility and caring for all students within and across schoolscreates a trusting and respectful learning environment where students and teachers feel safe to take risks and make mistakes. Mistakes are looked upon as learning opportunities			

Retrieved from the companion website for *CLARITY: What Matters MOST in Learning, Teaching, and Leading* by Lyn Sharratt. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2019 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

Leadership Dimension	Implementation Scale Rate yourself from 1 (Awareness) to 5 (Full Implementation)	Next Steps	Professional Learning Needed
<ul style="list-style-type: none"> • 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 and implement strategies with 0.4 effect size or greater; Hattie, 2009) • 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 			

(Continued)

Retrieved from the companion website for *CLARITY: What Matters MOST in Learning, Teaching, and Leading* by Lyn Sharratt. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2019 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

(Continued)

Leadership Dimension	Implementation Scale Rate yourself from 1 (Awareness) to 5 (Full Implementation)	Next Steps	Professional Learning Needed
<p>Imagine-ability</p> <ul style="list-style-type: none">models the belief that all students can participate in the workplace and society and achieve their potentialpermits every student to be confident enough to feel she or he can change the worldachieves a high level of system and school performance and shares this leadership knowledge with othersis willing to take calculated risks informed by research and lead where no one has gone beforetries alternative approaches to achieving increased student success for all when no one else believes there is a problem that requires a solution			

Retrieved from the companion website for *CLARITY: What Matters MOST in Learning, Teaching, and Leading* by Lyn Sharratt. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2019 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

Leadership Dimension	Implementation Scale Rate yourself from 1 (Awareness) to 5 (Full Implementation)	Next Steps	Professional Learning Needed
<ul style="list-style-type: none"> • 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 and industry community partners • advocates for change in the status quo to influence policy decisions that will result in equity and excellence in student outcomes 			
<p>Collabor-ability (aligns with Hattie’s [2016] 10th Mind Frame).</p> <ul style="list-style-type: none"> • articulates a clear purpose for collaborative work • organizes time periods and schedules for collaborative work 			

(Continued)

(Continued)

Leadership Dimension	Implementation Scale Rate yourself from 1 (Awareness) to 5 (Full Implementation)	Next Steps	Professional Learning Needed
<ul style="list-style-type: none">• 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• 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			

Retrieved from the companion website for *CLARITY: What Matters MOST in Learning, Teaching, and Leading* by Lyn Sharratt. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2019 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

Leadership Dimension	Implementation Scale Rate yourself from 1 (Awareness) to 5 (Full Implementation)	Next Steps	Professional Learning Needed
<ul style="list-style-type: none"> • projects a growth mindset by modeling a belief in the capacity of others to learn • models responsibility and accountability for individual and collective learning through many processes, including Collaborative Inquiry and Learning Walks and Talks • facilitates the work by using learning protocols • engages and includes many voices in the work 			
<p>Adapt-ability</p> <ul style="list-style-type: none"> • embraces and leads <i>through</i> 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 			

(Continued)

(Continued)

Leadership Dimension	Implementation Scale Rate yourself from 1 (Awareness) to 5 (Full Implementation)	Next Steps	Professional Learning Needed
<ul style="list-style-type: none">• 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 watching how the students 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			

Retrieved from the companion website for *CLARITY: What Matters MOST in Learning, Teaching, and Leading* by Lyn Sharratt. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2019 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

Leadership Dimension	Implementation Scale Rate yourself from 1 (Awareness) to 5 (Full Implementation)	Next Steps	Professional Learning Needed
<ul style="list-style-type: none"> • 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 • stays calm amid ambiguity and chaos • leaves no room for hierarchy or bureaucracy • uses simple reflective tools, like The Circle of Practice • gives and gets Descriptive Feedback by paying attention to feedback loops • Is aware and intentionally builds collective efficacy 			

Retrieved from the companion website for *CLARITY: What Matters MOST in Learning, Teaching, and Leading* by Lyn Sharratt. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2019 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.