Teacher Competency Rubric

Use this form to reflect holistically about your current status in relation to the NAATE curriculum components.

This should take you about 15 minutes to complete. Please answer honestly and thoughtfully.

Quick Background Info

Your First & Last Name:

Your Email Address:

Please enter the same email address that you have used for other NAATE communications.

Your Phone Number:

Please enter an extension if you have one.

Your Cohort:

Choose the job title that most accurately represents your current role:

Which session are you attending or are you about to attend?

Teaching & Learning

1. ADVANCED STUDENT ASSESSMENT: Click to view full description.   ▼

1A. Understanding and Implementation of Meaningful Assessment:
- Understanding of what constitutes a meaningful form of assessment (including summative and formative assessments)
- Skillful use of formative and summative assessments

Novice	Emerging	Proficient	Advanced
* Not familiar with this concept	* Learning and/or possesses basic understanding of how and why to implement effective summative and formative assessments * Learning and/or possesses basic understanding of how to design and use formative and summative assessments	* Possesses substantial understanding of how and why to implement effective formative and summative assessments in many/most contexts * Regular and effective design and use of high-quality formative and summative assessments with many/most students	* Possesses deep and comprehensive understanding of how and why to implement effective formative and summative forms of assessments in multiple contexts * Regular, consistent and highly effective design and use of high-quality formative and summative assessments with all students

1B. Understanding of the Elements of Grading:
- Understanding of how grading can add or detract from student learning
- Awareness of the elements of grading to ensure accurate assignment of student grades

Novice	Emerging	Proficient	Advanced
* Not familiar with this concept	* Learning and/or possesses basic understanding of some of the elements of student grading (e.g. grading for	* Possesses substantial understanding of many/most of the elements of student grades (e.g. grading for	* Possesses deep and comprehensive understanding of all the elements of student grades

	product, process, product) * Learning and/or possesses basic understanding of how to assign grades that authentically reflect aspects of student learning	product, process, product) * Regular and effective assignment of student grades that authentically reflect many/most aspects of student learning	(e.g. grading for product, process, progress) * Regular, consistent and highly effective assignment of student grades that authentically reflect all aspects of student learning

1C. Fostering of Student Engaged-Assessment:
- Understanding of the significance of effective student engaged-assessment
- Skillful use of student self-assessment practices

Novice	Emerging	Proficient	Advanced
* Not familiar with these concepts	* Learning and/or possesses some basic understanding of student engaged assessment practices (e.g. student self-assessment practices, peer-to-peer feedback, student involved data practices) * Learning and/or possesses some basic knowledge of how to use a range of student self-assessment strategies that contribute to self-knowledge and motivation	* Possesses substantial understanding of effective student engaged assessment practices (e.g. student self-assessment practices, peer-to-peer feedback, student involved data practices) * Regular and effective use of a wide range of student self-assessment strategies that contribute to self-knowledge and motivation	* Possesses deep and comprehensive understanding of effective student engaged-assessment practices (e.g. student self-assessment practices, peer-to-peer feedback, student involved data practices) * Regular, consistent and highly effective use of a wide and diverse range of student self-assessment strategies that contribute to self-knowledge and motivation

Please rate yourself on each of the following attributes, based on where you currently are on the continuum.

	Novice	Emerging	Proficient	Advanced
1A. Understanding and Implementation of Meaningful Assessment				
1B. Understanding of the Elements of Grading				
1C. Fostering of Student Engaged-Assessment				

2. CRITICAL THINKING & REASONING: Click to view full description. ▼

2A. Recognition of the Value of Student Critical Thinking and Analysis:
- Recognition of the importance of embedding critical thinking, reasoning and analysis in planning instruction and student activities

Novice	Emerging	Proficient	Advanced
* Not familiar with this concept	* Possesses/learning some basic knowledge the importance of embedding critical thinking, reasoning and analysis in planning and implementing instruction * Possesses/learning some	* Possesses substantial understanding of the importance of embedding critical thinking, reasoning and analysis in planning and implementing instruction in many/most contexts	* Possesses deep and comprehensive understanding of the importance of embedding critical thinking, reasoning and analysis in planning and implementating of instruction in multiple contexts

	basic knowledge about how to design instruction and student learning activities that are steeped in critical thinking and analysis	* Regular and effective design of instruction and student learning activities that are steeped in critical thinking and analysis most of the time	* Regular, consistent and highly effective design of instruction and student learning activities that are always steeped in critical thinking and analysis

2B. Shifting the Cognitive Work from Teachers to Students:

- Knowledge of the instructional strategies that consciously embed the practice of shifting the cognitive load to learners

Novice	Emerging	Proficient	Advanced
* Not familiar with this concept	* Possesses/learning some basic understanding of how to shift the cognitive work from teachers to students * Possesses/learning about some effective instructional strategies to embed the practice of shifting the cognitive load to students	* Possesses substantial understanding of many/most of the ways to shift the cognitive work from teachers to students * Regular and effective use of many/most instructional strategies to embed the practice of shifting the cognitive load to students	* Possesses deep and comprehensive understanding of meaningful and purposeful ways to shift the cognitive work from teachers to students * Regular, consistent and highly effective use of all of the instructional strategies that consciously embed this practice of shifting the cognitive load to students

2C. Use of Questioning as a Central Pedagogical Tool:

- Knowledge of the central role that effective questioning plays in cultivating rigorous learning

Novice	Emerging	Proficient	Advanced
* Not familiar with these concepts	* Possesses/learning some basic understanding about how to ask students questions that are open-ended and thought-provoking (e.g. dialogic) in nature and that are appropriately aligned with the learning objectives * Possesses/learning some basic knowledge of the effective design and use of a range of questioning types (e.g. recall, convergent, divergent and use & create)	* Possesses substantial understanding of how to ask many/most students questions that are open-ended and thought-provoking (e.g. dialogic) in nature and that are appropriately aligned with the learning objectives most of the time * Regular and effective design and use of a range of questioning types (e.g. recall, convergent, divergent and use & create)	* Possesses deep and comprehensive understanding of how to ask all students questions that are open-ended and thought-provoking (e.g. dialogic) in nature and appropriately aligned with the learning objectives * Regular, consistent and highly effective design and use of a wide range of questioning types (e.g. recall, convergent, divergent, and use & create)

2D. Anticipating Student Logic and Thinking:

- Analyzing student discourse and work products in a way that helps identify students' understandings and misconceptions
- Differentiating and scaffolding instruction for students with diverse learning styles

Novice	Emerging	Proficient	Advanced
* Not familiar with this concept	* Possesses/learning about some basic understanding about how to analyze student discourse and work products in a way that helps to identify some students' understandings and misconceptions * Possesses/learning some	* Possesses substantial understanding of many/most of the ways to analyze student discourse and work products in a way that helps to identify many/most students' understandings and misconceptions * Regular and effective	* Possesses deep and comprehensive understanding of how to analyze all student discourse and work products in a way that helps to identify all students' understandings and misconceptions * Regular, consistent and

	basic knowledge about ways to tailor instruction to respond to some individual students' needs	tailoring of instruction and revision of lessons to respond to many/most students' needs	highly effective tailoring of instruction to meet all students' needs, responding to all individual student misconceptions and logic sequences

Please rate yourself on each of the following attributes, based on where you currently are on the continuum.

	Novice	Emerging	Proficient	Advanced
2A. Recognition of the Value of Student Critical Thinking and Analysis				
2B. Shifting the Cognitive Work from Teachers to Students				
2C. Use of Questioning as a Central Pedagogical Tool				
2D. Anticipating Student Logic and Thinking				

3. EFFICACY & EQUITY: Click to view full description. ▽

3A. Fostering Student Self-Efficacy & Self-Regulation:
- Implementation of a broad set of strategies to foster self-efficacy and self-regulation in students

Novice	Emerging	Proficient	Advanced
* Not familiar with this concept	* Learning/possesses some basic knowledge of some of the components of student self-efficacy (fostering belief in one's own capacity) and self-regulation (e.g. planning, monitoring and self-assessment exercises) * Learning/possesses some basic instructional strategies to foster student self-efficacy (e.g. fostering belief in one's own capacity) and self-regulation (e.g. planning, monitoring and self-assessing exercises) in some students	* Possesses substantial knowledge of many/most of the key components of student self-efficacy (e.g. fostering belief in one's own capacity) and self-regulation (e.g. planning, monitoring and self-assessing exercises) * Regular and consistent implementation of many/most instructional strategies to foster self-efficacy and self-regulation in many/most students	* Possesses deep and comprehensive understanding of the key components of student self-efficacy (e.g. fostering belief in one's own capacity) and self-regulation (e.g. planning, monitoring and self-assessing exercises) * Regular, consistent and highly effective implementation of a broad set of instructional strategies to foster self-efficacy and self-regulation in all students

3B. Fostering Social Emotional Competency:
- Understanding of how one's social emotional competencies influence students' experience and learning
- Cultivation of strong relationships with students

Novice	Emerging	Proficient	Advanced
* Not familiar with these concepts	* Learning/possesses some basic understanding of some of the ways that one's social-emotional competence affects the experiences of students	* Possesses substantial understanding of many/most of the ways that one's social-emotional competence affects the	* Possesses deep and comprehensive understanding of all of the ways that one's social-emotional competence

	* Learning/possesses some basic knowledge of how to actively build relationships with some students	experiences of students * Regular and effective use of social-emotional competencies to actively build relationships with many/most students.	affects the experiences of students * Regular, consistent and highly effective use of social-emotional competencies to actively build relationships with all students

3C. Use of Questioning as a Central Pedagogical Tool:

- Knowledge of the central role that effective questioning plays in cultivating rigorous learning

Novice	Emerging	Proficient	Advanced
* Not familiar with this concept	* Possesses/learning some basic understanding about how to ask students questions that are open-ended and thought-provoking (e.g. dialogic) in nature and that are appropriately aligned with the learning objectives * Possesses/learning some basic knowledge of the effective design and use of a range of questioning types (e.g. recall, convergent, divergent and use & create)	* Possesses substantial understanding of how to ask many/most students questions that are open-ended and thought-provoking (e.g. dialogic) in nature and that are appropriately aligned with the learning objectives most of the time * Regular and effective design and use of a range of questioning types (e.g. recall, convergent, divergent and use & create)	* Possesses deep and comprehensive understanding of how to ask all students questions that are open-ended and thought-provoking (e.g. dialogic) in nature and appropriately aligned with the learning objectives * Regular, consistent and highly effective design and use of a wide range of questioning types (e.g. recall, convergent, divergent, and use & create)

3D. Anticipating Student Logic and Thinking:

- Analyzing student discourse and work products in a way that helps identify students' understandings and misconceptions
- Differentiating and scaffolding instruction for students with diverse learning styles

Novice	Emerging	Proficient	Advanced
* Not familiar with this concept	* Possesses/learning about some basic understanding about how to analyze student discourse and work products in a way that helps to identify some students' understandings and misconceptions * Possesses/learning some basic knowledge about ways to tailor instruction to respond to some individual students' needs	* Possesses substantial understanding of many/most of the ways to analyze student discourse and work products in a way that helps to identify many/most students' understandings and misconceptions * Regular and effective tailoring of instruction and revision of lessons to respond to many/most students' needs	* Possesses deep and comprehensive understanding of how to analyze all student discourse and work products in a way that helps to identify all students' understandings and misconceptions * Regular, consistent and highly effective tailoring of instruction to meet all students' needs, responding to all individual student misconceptions and logic sequences

Please rate yourself on each of the following attributes, based on where you currently are on the continuum.

	Novice	Emerging	Proficient	Advanced
3A. Fostering Student Self-Efficacy & Self-Regulation				

3B. Fostering Social Emotional Competency				
3C. Understanding the Implications of Implicit Bias				
3D. Maintaining High Standards & Expectations for All Students				

4. PEDAGOGICAL CONTENT KNOWLEDGE: Click to view full description. ▼

4A. Understanding of Pedagogical Content Knowledge:
- Understanding of knowledge of content, knowledge of students and knowledge of curriculum (PCK)
- Use of instructional strategies that consciously embed these strands of knowledge

Novice	Emerging	Proficient	Advanced
* Not familiar with this concept	* Possesses and/or learning some basic knowledge of pedagogical content knowledge, including knowledge of content, knowledge of students and knowledge of curriculum * Possesses/learning some basic knowledge of several instructional strategies that consciously combine these intersecting strands of knowledge	* Possesses substantial pedagogical content knowledge, including knowledge of content, knowledge of students and knowledge of curriculum * Regular and effective use of many/most instructional strategies that consciously combine these intersecting strands of knowledge	* Possesses deep and comprehensive pedagogical content knowledge, including sophisticated knowledge of content, knowledge of students and knowledge of curriculum * Regular, consistent and highly effective use of a wide and diverse range of instructional strategies that consciously combine these intersecting strands of knowledge

4B. Approach to Planning, Implementation and Reflection:
- Understanding the need for intentional planning, implementation and reflection
- Possesses a range of skills and tools for planning, implementing and reflecting on one's practice

Novice	Emerging	Proficient	Advanced
* Not familiar with this concept	* Possesses and/or learning some basic knowledge about how to plan and implement instruction for some students * Learning and/or possesses some basic knowledge about how to reflect on one's own practice, identifying a few areas of strength and a few areas of growth	* Possesses substantial knowledge of how to plan and implement quality instruction for many/most students most of the time * Regular, consistent and highly effective reflection on one's own practice, identifying many/most areas of strength and many/most areas of growth	* Possesses deep and comprehensive knowledge of how to plan and implement high quality instruction for all students in multiple contexts * Regular, consistent and highly effective reflection on one's own practice, comprehensively identifying all areas of strength and all areas of growth

4C. Appreciation for the Nuance and Complexity of Teaching & Learning:
- Knowledge of the nuance, sophistication and complexity involved in teaching and learning
- Commitment to one's continuous professional learning

Novice	Emerging	Proficient	Advanced
* Not familiar with these concepts	* Possesses and/or learning some humility in regards to	* Possesses substantial humility in regards to one's	* Possesses deep and comprehensive humility in

one's own teaching and learning, recognizing some of the ways that teaching requires nuance, sophistication and complexity of thought
* Possesses and/or learning some curiosity, motivation and drive about some of the ways to improve one's practice and a demonstrated commitment to continued professional learning

own teaching and learning, recognizing many/most of the ways that teaching requires nuance, sophistication and complexity of thought
* Regular and consistent curiosity, motivation and drive about many/most of the ways to improve one's practice and a demonstrated deep commitment to continued professional learning

regards to one's own approach to teaching and learning, recognizing all of the ways that teaching requires nuance, sophistication and complexity of thought
* Regular, consistent and highly effective curiosity, motivation and drive about the wide and diverse ways to improve one's practice and a demonstrated deep commitment to continued professional learning

Please rate yourself on each of the following attributes, based on where you currently are on the continuum.

	Novice	Emerging	Proficient	Advanced
4A. Understanding of Pedagogical Content Knowledge				
4B. Approach to Planning, Implementation and Reflection				
4C. Appreciation for the Nuance and Complexity of Teaching & Learning				

Please share any anecdotes or comments related to your understanding of or experience with the teaching and learning goals (advanced student assessment, critical thinking and reasoning, efficacy and equity, or pedagogical content knowledge).

Supporting & Leading

1. ADULT LEARNING: Click to view full description. ▼

1A. Principles of Adult Learning:

- Understanding of the key methods and principles of adult learning
- Knowledge of the critical differences between adult learning and K-12 student learning

Novice	Emerging	Proficient	Advanced
* Not familiar with this concept	* Learning and/or possesses some basic knowledge of the skills and competencies associated with teaching adult learners v. K-12 student learners (e.g. emphasis on problem solving, content is relevant, experience provides the basis for activities, adults are involved in planning and evaluation) * Learning and or/possesses some basic knowledge of some of the methods and principles of adult learning	* Possesses substantial knowledge of the skills and competencies associated with teaching adult learners v. K-12 student learners (e.g. emphasis on problem solving, content is relevant, experience provides the basis for activities, adults are involved in planning and evaluation) * Regular and effective implementation of many/most of the key methods and principles of adult learning in many/most contexts	* Possesses deep and comprehensive knowledge of the skills and competencies associated with teaching adult learners v. K-12 student learners (e.g. emphasis on problem solving, content is relevant, experience provides the basis for activities, adults are involved in planning and evaluation) * Regular, highly effective implementation of all the key methods and principles of adult learning in multiple contexts and with multiple stakeholders

1B. Facilitation of and/or Participation in One-on-One Professional Learning:
- Knowledge of the "soft skills" necessary to cultivate productive peer-to-peer professional learning relationships, including how to build psychological safety and trust
- Ability to cultivate productive relationships in a one-on-one context

Novice	Emerging	Proficient	Advanced
* Not familiar with these concepts	* Learning and/or possesses some basic knowledge about some of the ways to establish, facilitate and participate in effective one-on-one professional learning relationships, that are based on mutual respect, psychological safety and trust * Learning and/or possesses some basic knowledge about one-on-one professional learning relationships that are bilateral in nature, inquiry-based and focused on professional growth	* Possesses substantial understanding of many/most of the ways to establish, facilitate and participate in effective one-on-one professional learning relationships built on mutual respect, psychological safety and trust * Regular and effective facilitation and participation in one-on-one professional learning relationships that are bilateral in nature, inquiry-based and lead to much professional growth	* Possesses deep and comprehensive understanding of the ways to establish, facilitate and participate in highly effective one-on-one professional learning relationships built on mutual respect, psychological safety and trust in multiple contexts * Regular, consistent and highly effective facilitation and participation in professional learning relationships that are bilateral in nature, inquiry-based, and lead to deep professional growth

1C. Facilitation of and/or Participation in Small Group Professional Learning:
- Knowledge of how to facilitate and/or participate in professional learning opportunities with small groups of one's peers
- Ability to facilitate and/or participate in productive small group professional learning communities

Novice	Emerging	Proficient	Advanced
* Not familiar with this concept	* Learning and/or possesses some basic knowledge of some of the strategies to facilitate and/or participate in professional learning opportunities with small groups of one's peers in some contexts, including providing	* Possesses substantial knowledge of many/most strategies to facilitate and/or participate in professional learning opportunities with small groups of one's peers in many/most contexts, including providing and	* Possesses deep and comprehensive knowledge of how to facilitate and/or participate in professional learning opportunities with small groups of one's peers in multiple contexts, including providing and

	and receiving critical feedback * Learning and/or possesses some basic knowledge about some of the methods and strategies to enhance the giving and receivign of productive critical feedback (e.g. using protocols effectively, effective methods for classroom observation)	receiving productive critical feedback * Regular and effective use of many/most ways to implement many/most of the methods and strategies to enhance the giving and receiving of productive critical feedback (e.g. using protocols effectively, effective methods for classroom observation)	receiving strong, productive critical feedback * Regular, consistent and highly effective implementation of all of the methods and strategies to enhance the giving and receiving of strong, productive critical feedback (e.g. using protocols effectively, effective methods for classroom observations)

1D. Facilitation of and/or Participation in Large Scale (School, District or Network-Wide) Professional Learning:
- Knowledge of how to facilitate and/or participate in large scale professional development
- Ability to facilitate and/or participate in large scale professional development

Novice	Emerging	Proficient	Advanced
* Not familiar with this concept	* Learning and/or possesses some basic understanding about some of the skills and competencies necessary to facilitate and large scale professional development * Learning and/or possesses some basic knowledge about the facilitation of large scale professional learning (e.g. needs assessment, planning, implementation and evaluation); and/or learning and/or possesses some basic understanding about some of the skills necessary for the participation in large scale professional development (e.g. active listening, participation and follow through)	* Possesses substantial understanding of many/most of the skills and competencies necessary to facilitate and/or participate in large scale and high quality professional development * Regular and effective facilitation of large scale professional learning, incorporating many/most elements of professional development (e.g. needs assessment, planning, implementation and evaluation); and/or regular and effective participation in large scale professional development (e.g. active listening, participation and follow through)	* Possesses deep and comprehensive understanding of the skills and competencies necessary to facilitate and/or participate in large scale and high quality professional development in multiple contexts * Regular, consistent and highly effective facilitation of large scale and highly quality professional learning, incorporating all of the elements of professional development (e.g. needs assessment, planning, implementation, evaluation); and/or regular, consistent, highly effective participation in large scale professional development (e.g. active listening, participation, follow through)

Please rate yourself on each of the following attributes, based on where you currently are on the continuum.

	Novice	Emerging	Proficient	Advanced
1A. Principles of Adult Learning				
1B. Facilitation of and/or Participation in One-on-One Professional Learning				
1C. Facilitation of and/or Participation in Small Group Professional Learning				
1D. Facilitation of and/or Participation in Large Scale (School, District or Network-Wide) Professional Learning				

2A. Cultivating Relationships and Communicating Effectively:

- Knowledge of the skills and competencies associated with speaking and listening and their role in fostering strong relationships
- Awareness of the roles that perspective and interpretation play in how one receives and communicates information, including how one filters information and adds meaning

Novice	Emerging	Proficient	Advanced
* Not familiar with this concept	* Learning and/or possesses some basic listening and speaking skills, including public speaking and an awareness of the perspective that one brings to a given situation * Learning and or/possesses some basic knowledge of how to use listening and speaking skills to build and foster strong relationships"	* Possesses substantial listening and speaking skills and competencies, including public speaking and an awareness of the perspective that one brings to a given situation * Regular and effective use of listening and speaking skills to build and foster strong relationships in many/most contexts	* Possesses deep and comprehensive listening and speaking skills and competencies, including public speaking and awareness of the perspective that one brings to a given situation * Regular, consistent and highly effective use of listening and speaking skills to build and foster strong relationships in multiple contexts

2B. Establishing Trust to Foster Productive Relationships:

- Understanding of the importance of establishing trust to foster productive and strong relationships
- Possesses a range of skills, strategies and tools to build trust in multiple contexts and stakeholders

Novice	Emerging	Proficient	Advanced
* Not familiar with this concept	* Learning and/or possesses some basic understanding of some of the ways that trust contributes to productive, lasting and strong relationships * Learning and/or possesses some basic knowledge about how to use some skills, strategies and tools to build trust with some stakeholders in some contexts	* Possesses substantial understanding of the many/most ways that trust contributes to productive, lasting and strong relationships * Regular and effective use of many/most skills, strategies and tools to build trust with many/most stakeholders in many/most contexts	* Possesses deep and comprehensive understanding of the many ways that trust contributes to productive, lasting and strong relationships * Regular, consistent and highly effective use of skills, strategies and tools to build trust with multiple stakeholders in multiple contexts

2C. Understanding of the Essential Elements of Effective Feedback:

- Knowledge of the differences between facts and inferences
- Ability to use observable data for precise and accurate interpretation

Novice	Emerging	Proficient	Advanced
* Not familiar with these concepts	* Learning and/or possesses some basic knowledge about some of the differences between facts and inferences * Learning and/or possesses some basic knowledge about how to interpret observable data and draw accurate	* Possesses substantial understanding of many/most of the differences between facts and inferences * Regular and effective interpretation of observable data and drawing accurate conclusions when	* Possesses deep and comprehensive understanding of the key differences between facts and inferences * Regular, consistent and highly effective interpretation of observable data and

conclusions when constructing feedback for peers	constructing feedback for peers and applies this process in many/most contexts with many/most stakeholders	drawing precise and accurate conclusions when constructing feedback for peers and applies this process in multiple contexts with multiple stakeholders

2D. Understanding of the Essential Elements of Providing Effective Feedback:
- Ability to frame and deliver constructive feedback that leads to changes in practice
- Awareness of the ways that helping/coaching peers requires a consciousness/acknowledgment of the power dynamics at play

Novice	Emerging	Proficient	Advanced
* Not familiar with this concept	* Learning and/or possesses some basic knowledge about some of the ways to frame and deliver feedback to peers that leads to some changes in practice * Regular and effective ability and ease with mitigating against power dynamics to deliver constructive feedback	* Possesses substantial understanding of many/most of the ways to frame and deliver constructive feedback to peers that leads to many changes in practice * Regular and effective ability and ease with mitigating against power dynamics to deliver constructive feedback	* Possesses deep and comprehensive understanding and facility with framing and delivering constructive feedback to peers leading to highly effective changes in practice * Regular, consistent and highly effective ability and ease with mitigating against power dynamics to deliver high quality and constructive feedback

Please rate yourself on each of the following attributes, based on where you currently are on the continuum.

	Novice	Emerging	Proficient	Advanced
2A. Cultivating Relationships and Communicating Effectively				
2B. Establishing Trust to Foster Productive Relationships				
2C. Understanding of the Essential Elements of Effective Feedback				
2D. Understanding of the Essential Elements of Providing Effective Feedback				

3. LEADERSHIP: Click to view full description. ▼

3A. Understanding Leadership as a Teacher Leader:
- Awareness of the ways that teachers, who have little formal authority, have much in way of responsibility/influence
- Knowledge of the ways that power can be derived from both personal attributes and formal authority

Novice	Emerging	Proficient	Advanced
* Not familiar with this concept	* Learning and/or possesses some basic knowledge of how to engage others in order to lead skillfully, even in the	* Possesses substantial knowledge of how to engage others in order to lead skillfully, even in the absence	* Possesses deep and comprehensive knowledge of how to engage others in order to lead skillfully, even in

	Emerging	Proficient	Advanced
	absence of great formal authority * Learning and or/possesses some basic understanding of the ways that power is derived from both personal attributes (e.g. expertise, track record, reputation, effort) and formal authority and the key differences between these two	of great formal authority * Possesses substantial understanding of the ways that power is derived from both personal attributes (e.g. expertise, track record, reputation, effort) and formal authority and the key differences between these two	the absence of great formal authority * Possesses deep understanding of the ways that power is derived from both personal attributes (e.g. expertise, track record, reputation, effort) and formal authority and the key differences between these two

3B. Knowledge of Multiple Leadership Models:

- Knowledge of the multiple leadership models, attributes and approaches that one must leverage to influence others effectively
- Awareness of multiple leadership models and how to distinguish among the models and apply the best model to achieve the best results/outcomes

Novice	Emerging	Proficient	Advanced
* Not familiar with this concept	* Learning and/or possesses some basic knowledge of leadership models, attributes and approaches * Learning and/or possesses some basic knowledge of how to match one's own leadership approach to the given needs of a situation * Learning and/or possesses some understanding of one's own approach to leading others, including an awareness of one's personal strengths and areas of growth	* Possesses substantial knowledge of many/most leadership models, attributes and approaches * Deliberate, regular and effective matching of one's own leadership approach to the given needs of a situation most of the time * Substantial understanding of one's own approach to leading others, including an awareness of one's personal strengths and areas of growth	* Possesses deep and comprehensive knowledge of multiple leadership models, attributes and approaches * Deliberate, regular, and highly effective matching of one's own leadership approach to the given needs of a situation all of the time * Deep understanding of one's own approach to leading others, including an awareness of one's personal strengths and areas of growth

3C. The Practice of the Essential Elements of Teacher Leadership:

- Knowledge of how to build relationships with peers in order to reveal, examine and find approaches to addressing problems/challenges
- Ability to understand and support colleagues/peers and by being attuned to others' needs in their acts of influence/leadership
- Ability and capacity to leverage personal attributes in order to lead more effectively with a team or within one's school more broadly

Novice	Emerging	Proficient	Advanced
* Not familiar with this concept	* Learning and/or possesses some basic knowledge of how to support peers based on an understanding of their individual needs * Learning and/or possesses some basic knowledge about how to leverage personal attributes (e.g. expertise, track record, reputation, effort) in order to lead peers to achieve desired outcomes * Learning and/or possesses some basic knowledge about how to take initiative to examine problems with others	* Possesses substantial understanding of how to support peers based on an understanding of their individual needs * Leverages personal attributes (e.g. expertise, track record, reputation, effort) in order to lead peers to achieve desired outcomes * Takes initiative to examine problems with others and arrive at solutions to them * Leads by modeling positive behaviors, building trust and empathy, and listening to	* Possesses deep understanding of how to support peers based on an understanding of their individual needs * Skillfully leverage personal attributes (e.g. expertise, track record, reputation, effort) in order to lead peers to achieve desired outcomes all of the time * Consistently take initiative to examine problems with others and arrive at solutions to them * Lead by consistently

and arrive at solutions to them * Learning and/or possesses some basic knowledge about how to lead by modeling behaviors, building trust and empathy, and listening to and serving others * Learning and/or possesses some basic knowledge about how to model humility and perserverance	and serving others in many/most contexts * Models humility and perserverance in many/most contexts	modeling positive behaviors, building trust and empathy, and listening to and serving others in multiple contexts * Consistently model humility and perserverence in all contexts

Please rate yourself on each of the following attributes, based on where you currently are on the continuum.

	Novice	Emerging	Proficient	Advanced
3A. Understanding Leadership as a Teacher Leader				
3B. Knowledge of Multiple Leadership Models				
3C. The Practice of the Essential Elements of Teacher Leadership				

4. ORGANIZATIONAL EFFECTIVENESS: Click to view full description.   ▼

4A. Understanding of the Components of Organizational Effectiveness:
- Understanding of the key elements and principles of organizational culture, including artifacts, values and beliefs
- Appreciation for the interrelatedness of a school's structures, cultural artifacts and school culture that contribute to overall organizational effectiveness
- Awareness of the manifestations of school culture and the ways that these elements may or may not match the stated beliefs/values of their organization

Novice	Emerging	Proficient	Advanced
* Not familiar with this concept	* Learning and/or possesses some basic knowledge of the meaning of organizational/school culture and its components, including cultural artifacts (e.g. assumptions on how things are done, tangible signs), espoused values (e.g. articulated strategies, goals, philosophies) and basic, underlying assumptions (e.g. taken for granted beliefs and thoughts) * Learning and	* Possesses substantial knowledge of the meaning of organizational/school culture and its components, including cultural artifacts (e.g. assumptions on how things are done, tangible signs), espoused values (e.g. articulated strategies, goals, philosophies) and basic, underlying assumptions (e.g. taken for granted beliefs and thoughts) * Possesses substantial understanding of how	* Possesses deep and comprehensive knowledge of the meaning of organizational/school culture and its components, including cultural artifacts (e.g. assumptions on how things are done, tangible signs), espoused values (e.g. articulated strategies, goals, philosophies) and basic underlying assumptions (e.g. taken for granted beliefs and thoughts) * Possesses a deep and

or/possesses some basic knowledge of how school structures and culture relate and contribute to or detract from organizational effectiveness	school structures and culture relate and contribute to or detract from organizational effectiveness		comprehensive understanding of how school structures and culture relate and contribute to or detract from organizational effectiveness

4B. Understanding of How to Affect Organizational Change:

- Ability to identify key levers (behavioral, structural) to improve school culture and ultimately the effectivness of the organization

Novice	Emerging	Proficient	Advanced
* Not familiar with these concepts	* Learning and/or possesses some basic knowledge about some of the ways to change/shift organizational/school culture * Learning and/or possesses some basic knowledge about the modeling of behaviors that exemplify the beliefs and values of the school * Learning and/or possesses some basic knowledge about the inquiry/audit of the school culture through the observation of behaviors, actions and physical manifestations in order to contribute more positively to school culture	* Possesses substantial understanding of many/most of the ways to change/shift organizational/school culture * Regular and effective modeling of behaviors that exemplify the beliefs and values of the school * Regular and effective inquiry/audit of the school culture through the observation of behaviors, actions and physical manifestations in order to contribute more positively to school culture	* Possesses deep and comprehensive understanding of all the ways to change/shift organizational/school culture * Regular, consistent and highly effective modeling of behaviors that exemplify the beliefs and values of the school * Regular, consistent and highly effective inquiry/audit of the school culture through observation of behaviors, actions and physical manifestations in order to contribute more positively to school culture

4C. Understanding of Organizational Decision-Making:

- Demonstrated empathy and appreciation for school and district/network leaders around decision-making and prioritization

Novice	Emerging	Proficient	Advanced
* Not familiar with this concept	* Learning and/or possesses some basic understanding about some of the competing interests and motivations of some of the stake holders * Learning and/or possesses some basic ability to empathize with pressures school leaders face in making decisions * Demonstrates some understanding of the pressures school leaders face in making decisions * Learning and/or possesses some basic understanding of how to serve as a resource for school leaders in supporting decision making	* Possesses substantial understanding of many/most of the competing interests and motivations of many/most stake holders * Regular and effective ability to empathize with pressures school leaders face in making decisions * Demonstrates substantial understanding of the pressures school leaders face in making decisions * Regular and effective resource for school leaders in supporting decision making	* Regular, consistent and highly effective ability to empathize with pressures school leaders face in making decisions * Possesses deep and comprehensive understanding of all of the competing interests and motivations of all stake holders * Demonstrates deep and comprehensive understanding of the pressures school leaders face in making decisions * Regular, consistent and highly effective resource for school leaders in supporting decision making

Please rate yourself on each of the following attributes, based on where you currently are on the continuum.

	Novice	Emerging	Proficient	Advanced
4A. Understanding of the Components of Oranizational Effectiveness				
4B. Understanding of How to Affect Organizational Change				
4C. Understanding of Organizational Decision-Making				

5. TEAMING: Click to view full description. ▼

5A. Understanding of the Criteria of Effective Teams:
- Understanding of components critical to effective teams
- Knowledge of how to establish, maintain, and continously improve teamwork

Novice	Emerging	Proficient	Advanced
* Not familiar with this concept	* Learning and/or possesses some basic knowledge of some of the strategies to build and foster teams (e.g. shared work product, team selection/membership, mutual accountability, shared objectives) * Learning and/or possesses some basic knowledge about ways to clarify group goals, support team members and course correct	* Possesses substantial knowledge of many/most strategies to build and foster effective teams (e.g. shared work product, team selection/membership, mutual accountability, shared objectives) * Possesses substantial understanding of many/most ways to clarify group goals, support team members and course correct	* Possesses deep and comprehensive knowledge of how to build and foster highly effective teams (e.g. shared work product, team selection/membership, mutual accountability, shared objectives) * Possesses deep and comprehensive understanding of how to clarify group goals, support team members appropriately and course correct

5B. Ability to Create and Structure Teams:
- Skill in creating and participating in enduring structures/approaches to teams
- Understanding how to structure individual roles, responsibilities, and tasks within a team

Novice	Emerging	Proficient	Advanced
* Not familiar with these concepts	* Learning and/or possesses some basic knowledge about some of the ways to participate in teams that establish and revisit individual roles, responsibilities, norms, processes and takes to maximize team effectiveness * Learning and/or possesses some basic knowledge about how to approach team work in a way that fosters psychological safety, trust,	* Regular and effective participation in teams that establish and revisit individual roles, responsibilities, norms, processes and tasks to maximize team effectiveness * Regular and effective approach to team work in a way that fosters psychological safety, trust, team identity and productive resolution of conflict in many/most situations and contexts	* Regular, consistent and highly effective participation in teams that establish and revisit individual roles, responsibilities, norms, processes and tasks to maximize team effectiveness *Regular, consistent and highly effective approach to team work in a way that fosters psychological safety, trust, team identity, and productive resolution of

team identity and productive resolution of conflict		conflict in multiple contexts with multiple stake holders

5C. Ability to Serve as a Productive Member/Facilitator of Teams:
- Skill in leading and/or working with colleagues such that others are heard, appreciated and productive as a team
- Knowledge of how to facilitate and/or contribute to effective teamwork that drives toward desired outcomes

Novice	Emerging	Proficient	Advanced
* Not familiar with this concept	* Learning and/or possesses some basic knowledge about some of the skills necessary to lead and/or collaborate with colleagues, such that some feel heard, appreciated and are productive in their collective work * Learning and/or possesses some basic knowledge about some of the ways to facilitate and/or contribute to team work that drive towards desired outcomes some of the time	* Possesses substantial understanding of many/most of the skills necessary to lead and/or collaborate with colleagues, such that many/most team members feel heard, appreciated and are productive in their collective work * Knowledgeable about many/most of the ways to facilitate and/or contribute to effective team work that drive toward desired outcomes most of the time	* Possesses deep and comprehensive understanding of the skills necessary to lead and/or collaborate with colleagues, such that all team members feel heard, appreciated and are highly productive in their collective work in multiple contexts * Highly knowledgeable about how to facilitate and/or contribute to effective teamwork in multiple contexts and with multiple stakeholders that drive toward desired outcomes

Please rate yourself on each of the following attributes, based on where you currently are on the continuum.

	Novice	Emerging	Proficient	Advanced
5A. Understanding of the Criteria of Effective Teams				
5B. Ability to Create and Structure Teams				
5C. Ability to Serve as a Productive Member/Facilitator of Teams				

Please share any anecdotes or comments related to your understanding of or experience with adult learning, communication and feedback, leadership, organizational effectiveness, or teaming:

Thank you for completing this Teacher Competency Rubric. Once you click "Submit," a copy of

your responses will be sent to your inbox.