REFLECTING ON YOUR CURRENT STATE

We invite you to reflect on and assess where your team is with ensuring existing capacity, including time, staff strengths and skill, and other capacities are allocated flexibly and effectively for school transformation. Below are two choices for self-assessment: rubrics and micro-credentials. Use the rubric to identify specific areas of strength and challenge. Use the micro-credentials as assessments to determine whether members of your team are proficient at the stated skill. Both provide insights into the status of your team and can inform next steps; however, they are structured quite differently from each other.

Option 1: Rubrics

Use these **single-point** rubrics to assess where your team is with ensuring there are sufficient capacity and resources for school transformation work. Single-point rubrics describe the target in the middle column. Use the column on the right to record evidence that your team meets or exceeds the criteria. Use the column on the left of the target to identify where your team has fallen short of the criteria.

Opportunities for growth	Description of criteria	Evidence of success
	Workload/flexibility Educators who are involved in our school transformation efforts have the mental and workload space to take on new leadership development and/or opportunities. They have the mindset, interest, and willingness to grow as leaders and develop the skills to work in collaboration with their colleagues.	
	Preparation Our school has a codified process for identifying current and potential leaders. Our school has prepared our leaders to work effectively with their colleagues. Administrators at our school have been prepared to lead transformation work collectively and have a clear understanding of how to support teacher leaders.	

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Opportunities for growth	Description of criteria	Evidence of success
	Development Our school has a system in place to support the continued development of formal and informal leaders. Our administrators have supports in place to develop their skills and capacities as collective leaders.	
	Diversity, Equity, and Inclusion (DEI) Those engaged in capacity-building activities reflect the diversity present in our school.	

Opportunities for growth	Description of criteria	Evidence of success
	Time Time is built into the school day for educator leaders to plan, implement, and reflect on their leadership work. Time is built into the school day for educator leaders to collaborate with others to improve student outcomes.	
	Money Our commitment to collective transformational leadership is reflected in our budget. There are designated financial resources committed to these efforts.	

Opportunities for growth	Description of criteria	Evidence of success
	Space Leaders have a designated space in which to plan, implement, and reflect on their leadership work. They are not expected to do their leadership work in a room where a class is in session. There is a designated space for their materials.	
	Diversity, Equity, and Inclusion (DEI) Resources are distributed in a way that results in diverse, equitable, and inclusive engagement in collective leadership efforts.	

Option 2: Micro-credentials

Micro-credentials are competency-based assessments that can be used to determine proficiency of a particular skill. Each micro-credential includes key resources recommended to support the development of the skill and can be used as a guide for professional learning. Your team may find these resources are valuable even if you decide not to submit the micro-credential. For more information about micro-credentials, see **CTQ's website**.

Note that micro-credentials are designed as individual assessments of competencies, so your whole team may want to work on these together as a way of helping you determine who most possesses these competencies already. Just because one person may have — or may not yet have — a particular competency does not necessarily mean that your entire team or system lacks the competencies that relate to this condition for collective leadership.

There are currently two micro-credentials associated with capacity and resources for leadership implementation:

• **Assessing How Time is Currently Used** and
• **Creating a Plan for Redesigned Learning**.

These micro-credentials specifically focus on the use of time as a resource though this condition includes resources well beyond just time. These micro-credentials processes can be instructive about how teams might go about assessing the presence of other resources even though micro-credentials don't currently exist for other topics (budget, technology, etc.).

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