

Leadership Teaching Proficiencies and Indicators of Mastery



A primary focus of KLC's first 11 years has been building a worldclass Core Teaching Team. To that end, we've developed a set of 11 Proficiencies that we use to assess teacher effectiveness at the *Proficient* and *Master* levels.

The Proficiencies and indicators below frame our Teacher and Coach programs and mentoring activities. We use them to stimulate desired behaviors in the classroom, in design and teaching team interactions, and in the larger fields of leadership development and civic engagement.

While individuals will not exhibit every behavior each time they step to the front of the room, they all will be observable over time. A *Proficient* teacher uses indicated behaviors *effectively* to achieve program objectives. Master teachers are more *highly effective* in their use of the behaviors than their *Proficient* peers – more artful, subtle and purposeful.

This rubric and the accompanying assessment form are designed to help you make dependable judgments about the quality of your own and others' work. Our goal in sharing them is to encourage performance evaluation that is strengths-based, developmental, fair, consistent and reliable.

Classroom

Proficiencies 1 through 7 focus on behaviors and attitudes observable in the classroom and other less formal learning environments, where the person being assessed is responsible for developing leadership capacity in others.

Proficiency #1 – Leadership Principles and Competencies

You have reached the *Proficient* level if, in any classroom or team situation, you can generate basic understanding of all aspects of the KLC principles and competencies and inspire most people to consider applying them in their own situations. *Mastery* means maintaining something of a beginner's mind – heightened curiosity about the content, always learning from participants and through your own exercise of leadership, and constantly adding to your stash of stories, examples and insights to help people learn and apply the KLC framework.

- a) Generate understanding of the definition of leadership as mobilizing people to do difficult, adaptive work.
- b) Generate understanding of distinctions between technical and adaptive work.
- c) Generate understanding of distinction between leadership and authority.
- d) Generate understanding of all KLC principles, competencies and key ideas.

Proficiency #2 – Purpose, Context and Session Design

At the *Proficient* level, understanding of adult learning guides choices about program and session design. At *Master*, you are highly purposeful and know where your interactions with learners fit within the larger contexts of institutional mission, field and community. At the *Proficient* and *Master* levels, you clarify program goals and objectives, choose teaching methods and design opportunities for each participant to learn, apply the competencies and achieve leadership goals.

- a) Create logical connections between KLC (or your institutional) mission and learning objectives.
- b) Exhibit awareness of social, economic and political contexts that may affect learning.
- c) Use purpose and objectives to guide choices about session design and teaching methods.
- d) Use knowledge of adult learning to guide choices about program and session design.
- e) Choose methods to fit learning styles and personality types.
- f) Incorporate visuals and other media to support session objectives.
- g) Prepare for and design opportunities within programs to attend to the needs and goals of the Teaching Team.
- h) Design opportunities to engage learners holistically (mind, heart, spirit and body).
- i) Design opportunities for individual reflection to stimulate insight and application.
- j) Design opportunities for learners to apply leadership behaviors in the classroom.
- k) Test innovative approaches to achieve program goals and enhance impact.

Proficiency #3 – Group Dynamics

At the *Master* level, you are finely attuned to group dynamics, using your awareness to invite people into experiential, sometimes transformational, learning. Your keen alertness to systems, patterns and roles is visible to trained observers, and provocative and impactful for learners. You challenge assumption, encourage experimentation, support smart risks and inspire new behavior.

- a) Name group dynamics, such as patterns, roles and norms.
- b) Name dynamics at four distinct levels of attention (Individual, Interpersonal, System and Context).
- c) Create opportunities for learners to notice group dynamics.
- d) Challenge prevailing assumptions.
- e) Use awareness of group dynamics to help learners design and initiate interventions.
- f) Highlight leadership interventions (experiments).
- g) Anticipate group response to interventions.
- h) Protect, encourage and support individuals who take risks for the sake of their own and others' learning.

Proficiency #4 – Session Delivery

At the *Master* level, you confidently choose among approaches to engage a range of learning styles and personality types. You don't shy away from conflict and stress. Instead, you manage stress and conflict as it arises to achieve maximum learning, encourage experimentation and create conditions for transformation.

- a) Provide sufficient background, purpose and context to support learner participation.
- b) Help learners understand the relationships between classroom activities and their own challenges.
- c) Empathize and show respect for varied experiences of individuals within the group.
- d) Make choices in the moment based on new information about participant needs and learning styles.
- e) Generate appropriate levels of discomfort, conflict and stress.
- f) Switch approaches in the moment to manage heat and keep group members in a productive zone of work.
- g) Check participant understanding of key learning points.
- h) Use coaching skills in the classroom (open-ended questions, active and deep listening, and direct communication, etc.) to generate discussion, experimentation and insight.
- i) Invite learners to apply the idea(s) in real time.
- j) Generate accountability for applying leadership behaviors outside the classroom.

Proficiency #5 – Model and Inspire Leadership

Master and *Proficient* leadership developers model a way of being that aligns with the KLC framework, demonstrating the possibility of engaging across factions to achieve a collective purpose. As a *Master* teacher, you challenge yourself regularly to exercise leadership, maintaining energy and a sense of purpose in the face of uncertainty and conflict.

- a) Model the KLC principles and competencies in the classroom.
- b) Share stories and examples from your own life about using the KLC principles and competencies in civic, community, business and/or organizational contexts.
- c) Coach and mentor learners in "hallway" conversations that inspire confidence, experimentation and insight.

Proficiency #6 – Presence

As a *Master* teacher, you use body, voice, space, visuals, humor, eye contact, relationship and anything else available to create powerful learning experiences. You deploy your relaxed presence to gain and hold the attention and respect of the group. You make effective, empathetic, conscious choices in the moment, holding to purpose and keeping learner needs at the forefront, especially when stress levels are high.

- a) Use all five senses to attend to and empathize with participants.
- b) Use eye contact to connect with individuals.
- c) Maintain relaxed physical presence with congruent movement, body language and gesture.
- d) Vary vocal volume, tone and rhythm.
- e) Use stories.

- f) Use humor.
- g) Use names of participants and incorporate biographical information.
- h) Incorporate technology and other media while maintaining connection with participants.
- i) Hold steady and make choices during uncomfortable moments.
- j) Use authority to maximize learning and application of the KLC principles and competencies.

Proficiency #7 – Cultural Intelligence

KLC's definition of *Cultural Intelligence* is: *The ability to recognize, interpret and integrate beliefs, behaviors and gestures of cultures other than one's own to create multicultural holding environments for learning and applying the KLC leadership framework.* Culture influences every classroom and team interaction. The *Master* leadership developer is at ease among a variety of cultures, curious and empathetic when convening learners from diverse cultures. You welcome all points of view and support broadening perspectives. You embrace culturally charged situations, coaching learners to exercise leadership to increase cross-cultural understanding and create conditions for progress on adaptive challenges.

- a) Demonstrate awareness of own culture, worldview, attitudes and biases.
- b) Recognize and value cultural differences.
- c) Incorporate culturally appropriate practices in the learning environment.
- d) Demonstrate consciousness of how sociopolitical issues and adaptive challenges affect learners differently.
- e) Encourage representatives of diverse cultures to engage, learn and practice leadership skills together.
- f) Represent or solicit the perspective of underrepresented factions.
- g) Use culturally charged situations when appropriate to advance learning goals.

Teamwork and Development

Proficiencies 8 through 11 focus on working in teams and developing self, others and the field. These behaviors may not be visible in the classroom, yet have huge influence on what happens there.

Proficiency #8 – Teamwork

Master leadership developers deploy the KLC principles and competencies to build teams where everyone – from novice to most experienced – feels challenged, appreciated and confident they are contributing to success. At the *Master* level, you inspire less experienced team members. You take responsibility for constantly improving the team's ability to achieve KLC's mission and vision.

- a) Communicate and stay prepared to contribute to team goals.
- b) Support the success of other Teaching Team members, including program staff.
- c) Generate ideas.
- d) Contribute to decisions.
- e) Share emotions openly.
- f) Listen and encourage others' ideas and emotions.
- g) Surface difficult issues.
- h) Use management and leadership skills to move projects forward and make progress on team challenges.
- i) Share relevant research, ideas and insights.

Proficiency #9 – Professional and Personal Development

Successful leadership developers never stop learning. Personal and professional development are part of the job.

- a) Identify personal proficiency gaps and creates opportunities for development.
- b) Request constructive feedback, coaching and mentoring.
- c) Identify team proficiency gaps and creates opportunities for development.
- d) Experiment in and outside the classroom.

Proficiency #10 – Mentoring

Master teachers authentically offers support, feedback, challenges and structure for accountability. At the *Master* level, you coach others toward developmental goals, seizing opportunities to offer encouragement and celebrate success.

- a) Attend and respond to emotional and developmental needs of peers and less experienced team members.
- b) Create opportunities for individuals to identify goals and expand capacity.
- c) Create opportunities for teams to identify shared goals and expand capacity.
- d) Offer encouragement, name strengths and celebrate experimentation and learning.
- e) Offer developmental feedback.
- f) Share research, insights and rationale for teaching choices.

Proficiency #11 – Knowledge Co-Creation

Master leadership developers initiate, build networks, and collaborate beyond institutional boundaries to share knowledge, test ideas, conduct research, identify needs and innovate.

- a) Identify gaps in curricula and resources.
- b) Create, test and share (using all available communication methods) new curricula and resources with KLC Team.
- c) Identify research and evaluation topics.
- d) Conduct research and evaluation.
- e) Represent KLC (or your institution) in a variety of settings.
- f) Collaborate beyond KLC to conduct research and develop resources.