KIPP King Leadership Class: Individual Learning Plan

This document will be used to measure your personal growth and drive our lessons throughout the year. At the end of each quarter you will rate yourself in each competency category and reflect in-depth about where you have grown and how you would still like to develop. Keep this document in a safe place, we will use it and refer to it often! It will be your leadership guidepost!

*Adapted from the KIPP Leadership Competency Model—real KIPP school leaders all over the country use this to evaluate their progress!

School Focus

- **HIGH EXPECTATIONS.** Expresses high expectations for all teammates and expresses belief in their potential to grow.
- **STUDENT BEST INTERESTS.** Seeks to understand the needs and motivations of King students, and makes decisions with student best interests and needs in mind.
- **COMMITMENTS.** Keeps commitments made to and ensures that others do the same.
- **RESPECT.** Establishes and maintains a culture where everyone is treated with respect.
- **RELATIONSHIPS.** Establishes and maintains strong relationships with students, teachers, and staff.

Total: _____

Reflection/Notes:
KIPP King Leadership Class: Individual Learning Plan

This document will be used to measure your personal growth and drive our lessons throughout the year. At the end of each quarter you will re-rate yourself in each competency category and reflect in-depth about where you have grown and how you would still like to develop. Keep this document in a safe place, we will use it and refer to it often! It will be your leadership guidepost!

*Adapted from the KIPP Leadership Competency Model---real KIPP school leaders all over the country use this to evaluate their progress!

### Critical Thinking and Problem Solving

- **GATHERING INFORMATION.** Gathers information from multiple relevant sources and stakeholders when problem-solving.
- **SORTING OUT COMPLEXITY.** Identifies useful relationships among complex data from unrelated areas.
- **ANTICIPATING PROBLEMS.** Anticipates and identifies problems in a timely manner.
- **BREAKING DOWN INFORMATION.** Breaks complex information and problems into parts.
- **ANALYSIS.** Analyzes, reflects upon, synthesizes, and contextualizes information.
- **WEIGHING OPTIONS.** Weighs pros and cons of multiple options to solve complex problems. Turns “either/or” options into “AND” decisions when possible.

Total: ______

Reflection/Notes:

### Decision Making

- **PROCESSES.** Establishes decision-making processes.
- **CONSEQUENCES.** Considers both the longer-term and unintended consequences of potential decisions.
- **SENSE OF URGENCY.** Makes timely decisions, using intuition as well as data in the face of ambiguity.
- **COMMUNICATING.** Timely conveys decisions to relevant stakeholders and takes follow-up actions to support decisions.
- **DIFFICULT CHOICES.** Willingly makes and stands by controversial decisions that benefit the school
  - Shares understanding of the rationale for decisions, particularly when consensus cannot be reached.

Total: ______

Reflection/Notes:

### Planning and Execution

- **BACKWARD PLANNING.** Methodically backward plans to achieve short- and long-term goals.
- **RESOURCES.** Accurately scopes and secures resources needed to accomplish projects.
KIPP King Leadership Class: Individual Learning Plan

This document will be used to measure your personal growth and drive our lessons throughout the year. At the end of each quarter you will re-rate yourself in each competency category and reflect in-depth about where you have grown and how you would still like to develop. Keep this document in a safe place, we will use it and refer to it often! It will be your leadership guidepost!

*Adapted from the KIPP Leadership Competency Model---real KIPP school leaders all over the country use this to evaluate their progress!

PRIORITIZING. Manages time and resources effectively, prioritizing efforts according to goals.
ACCOUNTABILITY. Regularly compares actual progress to planned milestones and adjusts plans accordingly, holding him/herself and others accountable.
CONTINGENCY/BACKUP PLANS. Proactively develops contingency/backup plans in advance of potential or unforeseen circumstances.

Total: __________
Reflection/Notes: __________

Stakeholder Management

NETWORKING. Seeks opportunities to work with a wide range of individuals to achieve common goals and better outcomes.
DEVELOPING RELATIONSHIPS. Develops mutually beneficial relationships and partnerships based upon trust, respect, and achievement of common goals.
TRUST. Gains the trust of key stakeholders by active listening and seeking to understand their views and needs.
RESPECT & APPRECIATION. Consistently demonstrates respect and appreciation for others by empathizing, valuing their time and contributions, being available and responsive to their needs.

Total: __________
Reflection/Notes: __________

Communication

LISTENING. Listens attentively. Seeks to understand other’s point of view and confirms understanding.
SYSTEMS. Establishes and/or uses communication systems that proactively engage key stakeholders, and rely upon a variety of appropriate channels.
WRITING. Writes clearly, concisely and persuasively. Uses correct grammar, vocabulary and a tone that is appropriate to the message and audience.
SPEAKING. Speaks in a compelling and articulate manner, adapting communication content and style to different audiences.

Total: __________
Reflection/Notes: __________
KIPP King Leadership Class: Individual Learning Plan

This document will be used to measure your personal growth and drive our lessons throughout the year. At the end of each quarter you will rate yourself in each competency category and reflect in-depth about where you have grown and how you would still like to develop. Keep this document in a safe place, we will use it and refer to it often! It will be your leadership guidepost!

*Adapted from the KIPP Leadership Competency Model---real KIPP school leaders all over the country use this to evaluate their progress!

<table>
<thead>
<tr>
<th>Impact and Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADAPTING STYLE. Adapts personal leadership style/approach to influence others.</td>
</tr>
<tr>
<td>MAKING A CASE. Appeals to emotions and/or reason using data, concrete examples, and demonstrations to make a compelling case for his or her position.</td>
</tr>
<tr>
<td>ANTICIPATING &amp; PERSUADING. Anticipates reactions and addresses concerns of others to help persuade them to move toward a goal.</td>
</tr>
<tr>
<td>MOTIVATING ACTION. Stimulates others to take action and accomplish goals, even when no direct reporting relationship exists.</td>
</tr>
<tr>
<td>BUILDING COALITIONS. Builds coalitions to garner support by aligning proposals/ideas with the needs and priorities of others.</td>
</tr>
</tbody>
</table>

**Total:**

**Reflection/Notes:**

<table>
<thead>
<tr>
<th>Self-Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSIGHT. Understands his/her own strengths and weaknesses.</td>
</tr>
<tr>
<td>BALANCING STRENGTHS AND WEAKNESSES. Balances personal strengths and weaknesses with the strengths and weaknesses of others.</td>
</tr>
<tr>
<td>SEEKING GROWTH. Seeks constructive feedback and other opportunities for self development.</td>
</tr>
<tr>
<td>UNDERSTANDING PERCEPTIONS. Understands how others perceive his/her actions, comments, and tone.</td>
</tr>
</tbody>
</table>

**Total:**

**Reflection/Notes:**

<table>
<thead>
<tr>
<th>Cultural Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESPECTING COMMUNITY. Demonstrates knowledge of and respect for the cultures of the community served.</td>
</tr>
<tr>
<td>INCLUSIVENESS. Creates an inclusive environment that respects the culture and community of the students being served.</td>
</tr>
</tbody>
</table>
KIPP King Leadership Class: Individual Learning Plan

This document will be used to measure your personal growth and drive our lessons throughout the year. At the end of each quarter you will re-rate yourself in each competency category and reflect in-depth about where you have grown and how you would still like to develop. Keep this document in a safe place, we will use it and refer to it often! It will be your leadership guidepost!

*Adapted from the KIPP Leadership Competency Model---real KIPP school leaders all over the country use this to evaluate their progress!

- ADJUSTING BEHAVIOR. Adjusts behavior according to cultural norms and cues.
- WORKING CROSS-CULTURALLY. Communicates and works effectively with those from diverse backgrounds.
- VALUING DIVERSITY. Creates and sustains an environment in which people from diverse backgrounds and perspectives can succeed.

Total:

Reflection/Notes:

Direction Setting

- VISION, MISSION, VALUES AND GOALS. Establishes, articulates, aligns, and/or teaches King’s vision, mission, values and goals.
- INSPIRING OTHERS. Inspires and gains the commitment of others towards the vision, mission, values and King’s goals.
- MODELING. Models values and strong character at all times.
- BUILDING CULTURE. Integrates programs, rituals, and visual artifacts that represent the values throughout King.
- MANAGING CHANGE. Manages change by seeking to understand its effects upon the organization and key stakeholders, by guiding others through change, and by Adapting to change.

Total:

Reflection/Notes:

Team Leadership

- CLARIFYING. Clarifies roles, accountabilities and decision-making among team members.
- DELEGATION. Delegates tasks to appropriate individuals or groups.
- COLLABORATION. Promotes collaboration among team members. Encourages others to cooperate and coordinate efforts.
- ENCOURAGING INITIATIVE. Encourages others to proactively solve problems and take initiative.
KIPP King Leadership Class: Individual Learning Plan

This document will be used to measure your personal growth and drive our lessons throughout the year. At the end of each quarter you will re-rate yourself in each competency category and reflect in-depth about where you have grown and how you would still like to develop. Keep this document in a safe place, we will use it and refer to it often! It will be your leadership guidepost!

*Adapted from the KIPP Leadership Competency Model---real KIPP school leaders all over the country use this to evaluate their progress!

- **CONFLICT.** Models and encourages others to manage conflict openly and productively.
- **MEETINGS.** Leads team meetings.
- **CELEBRATING TEAM.** Prioritizes team morale and productivity, celebrating team accomplishments.

### Achievement Orientation

- **CHALLENGING GOALS.** Demonstrates high expectations by setting challenging goals for him or herself and others.
- **INITIATIVE.** Takes initiative, going above and beyond typical expectations and making necessary sacrifices to achieve exceptional results.
- **FOLLOW THROUGH.** Follows through on commitments and promises with an appropriate sense of urgency.
- **RESILIENCE.** Demonstrates tenacity, persevering through significant challenges to reach goals. Supports perseverance in others.
- **FLEXIBILITY.** Demonstrates flexibility when plans or situations change unexpectedly. Effectively adjusts plans to achieve intended outcomes.
- **FOCUS ON RESULTS.** Focuses upon results and how they are achieved. Does not confuse effort with results.

Total: ____________

Reflection/Notes:

### Continuous Learning

- **LEARNING.** Takes responsibility for behavior, mistakes, and results, learns from successes and failures, and teaches others to do the same.
- **RISK TAKING.** Takes calculated risks and teaches others to do the same.
- **DATA-BASED IMPROVEMENTS.** Uses data to accurately assess areas for improvement and teaches others to do the same.
- **RESEARCH.** Uses research to inform practices.
- **IMPROVEMENT.** Continuously and humbly seeks opportunities for personal and group improvement. Proactively solicits and willingly accepts assistance.
- **INNOVATION.** Values and encourages creative and innovative ideas.
- **SHARING.** Promotes and contributes to a culture of sharing effective practices within groups and the outside community.

Total: ____________
KIPP King Leadership Class: Individual Learning Plan

This document will be used to measure your personal growth and drive our lessons throughout the year. At the end of each quarter you will re-rate yourself in each competency category and reflect in-depth about where you have grown and how you would still like to develop. Keep this document in a safe place, we will use it and refer to it often! It will be your leadership guidepost!

*Adapted from the KIPP Leadership Competency Model---real KIPP school leaders all over the country use this to evaluate their progress!

Reflection/Notes: