

Youth Leadership Self-Assessment

Preble, W.K., 2004

Adapted from Preble (2003), Muscott & Mann (2004)

Purpose:

This assessment tool has been designed to help schools, school districts, agencies and organizations assess the extent to which they have developed the capacity to support youth leadership and engagement. This tool is to be used as a *self-assessment* for purposes of planning and developing successful student leadership programs.

Guidelines for Use:

1. Please review each section of the model below and reflect on the extent to which your school or organization has done this work, or has beliefs, practices, or programs in place that reflect this particular element.
2. We hope that your school, district, or organization can use this self-assessment tool to more effectively engage diverse groups of student/youth as partners and leaders for improvement.
3. Use this checklist as a rubric to guide planning, as well as for periodic assessment to measure your progress toward the goal of engaging young people in meaningful leadership roles.

School or Organization _____ Date: _____

Write one of the choices in each of the two columns below. Indicate the extent to which each element is in place and is a priority in your school or organization.

My school or organization has (a):

Status:	Element	Priority:
1. Not in place 2. Partially in place 3. In place		1. Low 2. Medium 3. High
I: Foundations		
1. Problem-Solving Orientation: Problems are viewed as opportunities for dialogue, leadership and engagement.		
2. A Belief in Youth as Resources: Young people are viewed as assets and sources of expert knowledge about school and systems rather than as problems or objects of adult-led interventions.		
3. A philosophy of broad-based youth participation: leadership roles within the school or organization are assumed by both formal, elected student leaders well as non-traditional leaders or students who represent diverse backgrounds, experiences, and perspectives		

	II: Team-Based Leadership	
	4. Strategic Team Development: The school or organization strategically nominates and invites diverse groups of student experts to serve on leadership team.	
	5. Team Building and Skill Development: Student team is provided with opportunities to participate in high quality team building activities and offered leadership skill training on a regular and sustained basis.	
	6. Regularly scheduled youth leadership meetings: are planned, have agendas, a facilitator, are well attended and offer meaningful roles, responsibilities, choices.	
	7. Committed (yet unobtrusive) Adult Support: adult mentor supports students with planning, facilitation, reflection but does not allow adult opinions, perspectives, agenda to dominate student meetings, goals, and activities.	
	8. Strong administrative participation, the principal or top leadership is actively involved as an advocate for student/ youth leadership and engagement.	
	III. Data Driven Planning and Action	
	9. Needs Assessment: Students work with adult supporters to identify needs and key priorities for leadership and action by collecting and/ or analysis of data.	
	10. Data Driven Action Planning: Students youth use data on achievement, behavior, attitudes, perceptions of school, community, or the organization to develop specific, written goals, objectives, and action plans. Timeframes, persons' responsible, assets, (S.W.O.T) and resources needed, indicators of success are clearly identified.	
	11. Short-Term Action Steps are taken by the leadership team that heighten the visibility of the team and generate awareness and interest in their efforts.	
	12. Longer Term Action Steps are taken in conjunction with adult leaders and other groups of student leaders. These actions show meaningful results that are measurable.	
	13. Celebrations of success, press releases are written, news letters, posters, messages to parents, presentations to boards are made by adult and student leaders.	
	IV: Systemic Support and Sustainability	
	14. Funding is available to support youth leadership opportunities, engagement, and action.	
	15. Ongoing training and leadership development is made available to sustain skilled youth engagement.	
	16. Ongoing evaluation especially short-term evaluation of the effectiveness of new approaches, initiatives occurs.	
	17. Annual Report of progress and Yearly Action Plan with new goals and proposed actions to maintain momentum over time is completed.	
Total score:		