

Executive Reflective Practice Inventory

This worksheet is part of the annual goal-setting and review process, used to identify focus areas for growth.

Using this tool

The Inventory consists of twenty statements of ideal orientations towards various aspects of behavior and practice. Users indicate their alignment with the statement using the scale on the right:

ALMOST ALWAYS—USUALLY—SOMETIMES—NEVER	
I am an expert manager, able to direct workflow and delegate when appropriate.	A U S N
I am an empathic listener, able to distinguish the speakers' needs and emotions from my own.	A U S N
I understand, and am able to convey how I make decisions, and am clear on which of those are appropriately shared versus those that are not.	A U S N
I am responsive to complaints from staff and families, but not swayed by the desire to mollify individual demands at the expense of the larger organization.	A U S N
I am a collaborative problem-solver, adept at convening and managing teams to address essential questions.	A U S N
I understand the language and logic of Montessori education, and am able to advocate for full Montessori implementation with internal as well as external stakeholders.	A U S N
I am up-to-date on the latest research on the human development, including new insights on neuroscience and cognition and their relationship to Montessori theory and practice.	A U S N
I am well-equipped to serve as the school's chief spokesperson to outside audiences.	A U S N
I am curious, and maintain a consistent orientation toward understanding "what is going on"—with adults, children, and families.	A U S N
I request feedback often, from all corners of the school community.	A U S N
I offer feedback that is direct, detailed, and focused on future growth rather than past mistakes.	A U S N
I communicate expectations with clarity and confidence.	A U S N
I model honest, direct, and sincere communication among all members of the school community.	A U S N
My tone of voice and body language are calm, soft and pleasant.	A U S N
I appreciate cultural differences, and am inclusive and respectful in communications with families, staff, community members, and other stakeholders.	A U S N
I approach each family with a spirit of empathetic inquiry, with the understanding that parents want the best for their children.	A U S N
Members of the school's professional staff are comfortable around me; trusting my judgement, perceiving me as responsive, fair, and approachable.	A U S N
Families are comfortable around me; trusting my judgement, perceiving me as responsive, fair, and approachable.	A U S N
I am a skillful negotiator, adept at mediating conflicting priorities and maximizing outcomes resulting from compromise.	A U S N
I am connected to, and care for, all students in the school, both in classrooms and common spaces. I am willing to address issues as necessary.	A U S N
I am intentional about caring for my physical, emotional, and spiritual needs.	A U S N