

## Leadership Competency Assessment Form - Level 2

Instructor Name: \_\_\_\_\_

Self Assessment ☐

Assessment ☐

For each Performance Criteria below indicate whether the knowledge, skill, or attitude has achieved competency.

Core Competency	Performance Criteria	Competency Achieved	
		YES	NO
Planning	Creates long and short term plans to meet the needs of participants and the environment	<input type="checkbox"/>	<input type="checkbox"/>
	Explains the use of Lifesaving Society resources in a way that is meaningful to others	<input type="checkbox"/>	<input type="checkbox"/>
	Sets goals with participants that build upon strengths and close performance gaps	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating	Aligns participants personal expectations with learner characteristics	<input type="checkbox"/>	<input type="checkbox"/>
	Supports participant self-evaluation and improvement	<input type="checkbox"/>	<input type="checkbox"/>
Presentation Skills	Written communications are legible with accurate content and spelling	<input type="checkbox"/>	<input type="checkbox"/>
	Makes eye contact with all participants during presentations	<input type="checkbox"/>	<input type="checkbox"/>
Lifesaving Society Knowledge	Describes activities of the Lifesaving Society and educates others about its mission, vision and values	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum Knowledge	Enhances participants' abilities with precision of training and attention to curriculum details	<input type="checkbox"/>	<input type="checkbox"/>
Learner Characteristics	Discusses factors affecting the lives of participants	<input type="checkbox"/>	<input type="checkbox"/>
	Compares and contrasts learner characteristics of children, adolescents and adults using Lifesaving Society resources and personal experience	<input type="checkbox"/>	<input type="checkbox"/>
	Identifies the target age group of activities and why the activity is targeted to the identified age group	<input type="checkbox"/>	<input type="checkbox"/>
	Applies knowledge of human development and learner characteristics when planning, teaching and evaluating	<input type="checkbox"/>	<input type="checkbox"/>
Health and Safety	Creates a safe learning environment	<input type="checkbox"/>	<input type="checkbox"/>
	Lists elements of emergency preparedness	<input type="checkbox"/>	<input type="checkbox"/>
	Describes potential chemical and biological hazards in teaching environments	<input type="checkbox"/>	<input type="checkbox"/>
	Identifies and minimizes sources of instructor and participants stress	<input type="checkbox"/>	<input type="checkbox"/>

<b>Facilitating and Mentoring</b>	Sets expectations and provides opportunities for practice and feedback before evaluation	<input type="checkbox"/>	<input type="checkbox"/>
	Adapts teaching techniques and formations to meet participant needs	<input type="checkbox"/>	<input type="checkbox"/>
	Motivates and gets to know individual participants	<input type="checkbox"/>	<input type="checkbox"/>
	Role models desired skills, behaviours and attitudes	<input type="checkbox"/>	<input type="checkbox"/>
<b>Ethics and Valuing Diversity</b>	Assesses personal behaviour and how it impact others	<input type="checkbox"/>	<input type="checkbox"/>
	Describes how dimensions of diversity affect an individual's experiences	<input type="checkbox"/>	<input type="checkbox"/>
	Takes responsibility for mistakes and follows through with commitments	<input type="checkbox"/>	<input type="checkbox"/>
<b>Communicating</b>	Adapts communication to meet the needs of participants and checks for understanding	<input type="checkbox"/>	<input type="checkbox"/>
	Verbal and written communication is clear and understood by participants	<input type="checkbox"/>	<input type="checkbox"/>
<b>Teamwork and Collaboration</b>	Prioritizes group goals ahead of personal goals	<input type="checkbox"/>	<input type="checkbox"/>
	Makes self available to others	<input type="checkbox"/>	<input type="checkbox"/>
	Recognizes and celebrates group success	<input type="checkbox"/>	<input type="checkbox"/>
<b>Problem Solving and Decision-making</b>	Prioritizes criteria to be used in decision making	<input type="checkbox"/>	<input type="checkbox"/>
	Identifies and considers more than one solution when problem solving	<input type="checkbox"/>	<input type="checkbox"/>
<b>Skill Demonstration</b>	Performs safe adaptations to technical skills, respond to participant needs, in programs they are trained to teach	<input type="checkbox"/>	<input type="checkbox"/>

**ASSESSMENT INFORMATION** - Please print clearly

**Completed by:**

**Date:**

**Signature:**